C/c 96000425 (cont.)

X Collection

INDEX

Page: 1

Barcode Number	Box Number	Total of Volumes	Call Number
LIBRARY OF CONGRESS 0 021 174 690 7	807B ~~1648A~~	113	JX1963-JX1965.W4 no.113
LIBRARY OF CONGRESS 0 021 174 691 9	807C ~~1648B~~	61	JX1965.W4 (1948-1949) no.114-174
LIBRARY OF CONGRESS 0 021 174 685 3	805A	204	no. 15 in oversize box JX1908.U6N3- JX1908.U6N5
LIBRARY OF CONGRESS 0 021 174 686 5	805B	63	JX1908.U6N5- JX1908.U6Z9

National council for prevention of war, Washington, D.C.

X-JX 1908
U6 N5
205

(Adapted from a service prepared by a special committee of the Rhode Island Inter-Church Commission on Social Action. Citizens were urged, after the Armistice Day parade and moment of silence at 11 o'clock, to go to nearest church to take part in this act of public worship.)

A SERVICE OF MEDITATION AND PRAYER

Organ Prelude.

Invocation - "Great God of all the earth,
Lead us to know the worth of sympathy;
May fellowship increase,
May all contention cease,
O may we dwell in peace and unity."

Hymn - "God, the Omnipotent."

Tune - Russian Hymn, 3 verses.

Responsive Reading

MINISTER: From our various interests we come today to our Father's House. Here we know that our hopes, our needs are one. We share with all mankind this great task, to live together in peace and love. We set ourselves anew to fulfill the prayer of Christ Jesus, "that they all may be one." May we find strength and courage in this companionship, and have faith that we shall be successful

CONGREGATION: "Be still and know that I am God." I must still the body and lose all sense of hurry. I must still the mind to free it from all anxiety and fear. With relaxed body and a quiet mind I will now make my meditation and prayer.

MINISTER: "The Lord be with Thee."

CONGREGATION: "And with Thy Spirit."

MINISTER: Let us pray.

CONGREGATION: Most Holy Father, may the hush of Thy Presence move me now to adoration, and may all voices be stilled that Thine may be heard.

(Armistice Meditation. "Steps to Peace.")

MINISTER: The journey of a thousand miles begins with one step. So does the journey to a peaceful world. That first step is the one that I must take, here and now, in my Father's house.

CONGREGATION: To have peace in the world we must have peace within ourselves.

X-JX 1908
U6N5 Doc

BIBLE READINGS AND PRAYERS FOR PEACE

A Commandment of God - Exodus 20:13 Matthew 5:9
The Reign of the Prince of Peace - Isaiah 11:1-10; 2:1-3; 9:1-7; Micah 4:1-5
The Angels' Song - Luke 2:8-14
The Victorius Christ - Isaiah 53; Phil. 2:5-11
Trust Not the Chariots of Egypt! Is. 31
Choose Ye this Day Whom Ye Will Serve - I Kings 18:17-39
The Mercy of God Knows No National Bounds - Jonah 3,4; Ps. 103; Acts 10:1-23
Violence Breeds Violence - Gen. 9:6; Matt. 26:52
Resist Not Evil - Matt. 5:38-42; Rom. 12:14, 17-21
Love Your Enemies - Matt. 5:43-48; Luke 10:25-37; 23:34
Forgive If Ye Want Forgiveness - Matt. 6:12, 14, 15; 18:21-35; Mark 11:25,26
The Spirit of a Good Life - Matt. 5:1-12; I Cor. 13
Heroes of Faith - Hebrews 11:4,8-10, 24-27, 32-40; 12:1,2
The Vine and Its Branches - John 15:1-20
The Flesh Wars Against the Spirit - Gal. 5:13-26
The Supreme Loyalty - Acts 4:12-20; Matt. 6:33
How Hate Works in a Human Soul - Matt. 5:21-26

Prayer for Wisdom and Courage to Promote Peace

"O God of Nations, Who through the prophets of old hast foretold the day when the armaments of war shall be beaten into the implements of peace, hasten, we beseech Thee, the fulfillment of this Thy most sure promise. Quell the haughty cries of the nations; clothe our nation with wisdom to counsel and courage to lead in paths of unity and peace, and speedily bring us out of our present confusion into the order and righteousness of Thy Kingdom; through Jesus Christ the Prince of Peace, our Saviour." --Bishop Brent.

A Prayer Against War

"O Lord, since first the blood of Abel cried to Thee from the ground that drank it, this earth of Thine has been defiled with the blood of men shed by his brother's hand, and the centuries sob with the ceaseless horror of war. Ever the pride of kings and the covetousness of the strong have driven peaceful nations to slaughter. Ever the songs of the past and the pomp of armies have been used to inflame the passions of the people. Our spirit cries out to Thee in revolt against it, and we know that our righteous anger is answered by Thy holy wrath.

"Break Thou the spell of the enchantments that make the nations drunk with the lust of battle and draw them on as willing tools of death. Grant us a quiet and steadfast mind when our own nation clamors for vengeance or aggression. Strengthen our sense of justice and our regard for the equal worth of other peoples and races. Grant to the rulers of nations faith in the possibility of peace through justice, and grant to the common people a new and stern enthusiasm for the cause of peace. Bless our soldiers and sailors for their swift obedience and their willingness to answer to the call of duty, but inspire them none the less with a hatred of war, and may they never for love of private glory or advancement provoke its coming. May our young men still rejoice to die for their

Religious Council on Conscientious Objection in war, Washington, D.C.,
X-JX 1908 .U6N5 207

DISCUSSION OF BIBLE TEXTS SOMETIMES CITED IN SUPPORT OF WAR

Extracts from The Biblical Basis of Friends' Opposition to War by Wilbur K. Thomas

"In spite of the fact that a comprehensive view of Jesus' teaching shows that He was utterly opposed to the spirit which is manifested in war, certain passages in the records of His life have been used to prove that He sanctioned war. Men interested in military affairs use these as proof-texts; but proof-texts are of no value. Almost anything can be proven from the Scriptures. Therefore if some part of the record of Jesus' life is hard to understand, we must be careful to view it in the light of His teaching and life. Incidents cannot be taken out of their context. Friends' peace testimony does not rest upon verses such as 'resist not evil,' but upon the whole life and words of Jesus.

"It is well, however, in passing, to analyze these difficult passages. In doing so we need to remember that the records of the life and words of Jesus are very brief. His ministry extendod over a period of three years, and no contemporary attempted to give a complete history of His life. It must be remembered, also, that Orientals are adepts in the use of imagery and figures of speech. The events happened so long ago and are recorded so briefly that we need to be careful not to lay too much stress upon individual words to support any claim. If there were any considerable number of difficult passages to consider, the question would be more difficult. But the most ardent supporters of militarism have only been able to point to four passages in the Scriptures in support of their contention that Jesus favored war. These will be considered briefly:

"Matt. 10:34. 'Think not that I came to send peace on earth; I came not to send peace, but a sword!' Those who use this passage to prove that war is right, do not read verses 35-39. For, in explanation of the words of verse 34 Jesus said, 'For I come to set a man at variance against his father, and the daughter against her mother, and the daughter-in-law against her mother-in-law; and a man's foes shall they be of his own household. He that loveth father or mother more than me is not worthy of me. And he that loveth son or daughter more than me is not worthy of me. And he that doth not take his cross and follow after me, is not worthy of me. He that findeth his life shall lose it; and he that loseth his life for my sake shall find it.' Did Jesus say that He came to lead a man to take up a sword against his father, to induce a daughter to destroy her mother? Does this mean that a man must prove his love for Jesus by killing father or mother, son or daughter, if put to the test? Yet that is what verse 34 means, if the sword means a sword of steel.

"Matt. 22:17-22. 'Tell us, therefore, what thinkest thou? Is it lawful to give tribute unto Caesar, or not. But Jesus perceived their wickedness, and said, Why tempt ye me, ye hypocrites? Shew me the tribute money. And they brought unto him a penny. And he

Div. for Stud.

Notice (council for prohibition & war, Washington, D.C.
Form ed

X-JX 1908
.U6N5
208

WORLD ALLIANCE OF PRESBYTERIAN AND REFORMED CHURCHES
Rev. W. H. Hamilton, General Secretary
44 Queen Street, Edinburgh, Scotland

The World Alliance of Presbyterian and Reformed Churches at its quadrennial meeting held in Montreal in 1937 adopted the following resolutions on peace:

A. International Community and Co-operation--We believe that in the development of races and nations God has a purpose of good for all. As each group or division of mankind lives not for its own sake but for the help and enrichment of all, the whole life of mankind is blessed. The spirit of Christ teaches us that by mutual service we may all enter into a fuller life, one supplying what the other lacks.

Confronted by aggressive nationalism, we condemn the view that nations are a law unto themselves, and are ends in themselves, and are entitled to pursue what they interpret to be their own destiny without regard to the rights of others. The Christian conception of patriotism is inconsistent with national arrogance. In the sight of God, who has made all men in His image, there is no essential inferiority or superiority of nations. Some have advanced in culture, civilization and wealth beyond others, but these differences do not justify pride in our own achievement or contempt towards others. Our heritage is also our stewardship. The more powerful are to serve and protect the weak, not to exploit or oppress them.

B. The Church and War--We believe that recourse to war by the nations of the world is a heinous evidence of the sin of man's heart and an offence to God and to man. Its havoc and sorrow, under which the hearts of men groan, are evidence in themselves that it is not God's way for men. The way of Christ is the way of love and reconciliation. The way of war is the way of hatred and enmity. War can neither establish justice and security, nor reconcile enemies.

God summons us to accept His way in the settlement of disputes. His solemn judgment rebukes man's sinful contentions. The duty of the Church is to teach mankind the reasonableness of His better way.

While, in accordance with the Reformed tradition, we do not deny that war may be lawfully waged in defence against unjust and violent aggression; yet we recognize that among sincere Christians there is a divergence of opinion as to whether war can any longer find sanction in the Christian ethic. We rejoice that by solemn declaration in the Pact of Paris many nations have at last renounced war as an instrument of national policy. We rejoice also that they have combined to create instruments at Geneva and The Hague for the decreeing of justice in questions of international dispute and for cooperation in seeking arbitration. It is our belief that nations are responsible to God for the fulfilment of their solemn pledges to one another. Christian people have a duty as citizens to press upon their several governments the claims of the way of peace. It is the especial duty of the Church at any time of international alarm and tension stremuously to plead for patience and reconciliation, and to urge the attainment of justice through arbitration.

We believe that the peace of the world is endangered by reliance on the delusive security of armaments, with those manufacture we deprecate the association of commercial self-interest, and that nations are called of God to use all rightful means for the establishment of peace. We call upon the nations of the world to support their professions and pledges of peace by mutual reductions in their armed preparations for war.

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Offer: Dis. for Study

X- JX 1908
.U6 N5 209

NEUTRALITY AND THE CONSTITUTION

Under the Constitution Congress alone has the power to declare war.

When the Constitution was written the power "to declare war" equalled the power to decide between war and peace.

Today, control of policies which mean whether the economic support of this country shall or shall not be thrown to one side in a war equals the power to decide between war and peace.

The Supreme Court has ruled: "He (the President) has no power to initiate or declare war." - Prize Cases - 2 Black, 635, 668, 17 L.Ed. 459,477.

> "By the Constitution it is solemnly announced that to Congress is given the power 'to declare war.' This allotment of power was made only after much consideration and in obedience to those popular rights consecrated by the American Revolution. In England and in all other monarchies at the time, this power was the exclusive prerogative of the Crown, so that war was justly called the last reason of kings. The framers of our Constitution naturally refused to vest this kingly prerogative in the President.....The One-Man Power was set aside and this kingly prerogative placed under the safeguard of the people, as represented in that highest form of national life, an Act of Congress. No other provision in the Constitution is more distinctive or more worthy of veneration. I do not go too far when I call it an essential element of Republican institutions, happily discovered by our fathers." - Senator Sumner of Massachusetts.

Today, only in dictatorships is the war-making power in the hands of one man. It is the fundamental power on which dictatorships rest.

The Constitutional grant of the war-making power was taken seriously by early presidents, as shown by the action of one of the most independent of the early executives, President Jackson.

> In connection with the recognition of Texas, President Jackson referred the question to Congress as one "probably leading to war" and therefore a proper subject for "a previous understanding with that body by whom war can alone be declared and by whom all the provisions for sustaining its perils must be furnished."

> Again, when difficulties threatened war with Spain, President Jackson hurried instructions to our ministers to discuss the matter with the Spanish Government, in order that "before its adjournment" the matter might be laid before Congress. (The Far Eastern situation became critical just before the adjournment of Congress in August, 1937.)

National Council for Prevention of War,
532-17th St. N.W., Washington, D.C.

National Council for Prevention of War, Washington, D. C. Form ed

X- JX 1908
.U6 N5
210

PEACE-MAKING IN AFRICA

How One Man Ended A Tribal War

By Kathleen E. Innes

On the West Coast of Africa, between Sierra Leone and the Ivory Coast, is the Negro State of Liberia. Its capital, Monrovia, is on the Coast, and some way to the East there is a stretch of Coast inhabited by members of a tribe called the Krus. Over the Krus are chiefs known as Paramount Chiefs, who help the Government to keep order. Behind the fishing towns on the Coast the Krus have towns inland in the bush which are the centres for their rice farming. There are several different tribes under their Chiefs but in the bush the land owned by each was never clearly marked out.

When the Council of the League of Nations was meeting in May, 1932, a message came to it from the Government of Liberia. The Kru Tribes were in turmoil. A number of them in 1931 had taken up arms against the Government, and soon after that they had begun to fight among themselves, to quarrel about land, and to rebel against some of their own Chiefs. During the fighting forty-four "towns" of native huts had been burnt and a large number of people killed. Four tribes, about twelve thousand men, women and children had been driven out of their homes, far into the bush inland, and as during the fighting rice-crops had been destroyed, many of them were starving. Some of them had been eight months without homes or proper food.

Things were made worse between the tribes, because some of the Krus were fighting on the side of the Government. The two loyal tribes had their towns burnt in the fighting, and they took possession of the towns of those who had fled into the bush, so that there was very bitter feeling indeed among the Krus themselves.

The tribes on the coast did not dare to go to their farms inland and so could not grow food for themselves and their families, and even where they could reach their farms, the men were so busy fighting that little farming was done. On the coast, the tribes destroyed each other's canoes, so that fishing also was hindered.

Every act of enmity added fuel to the fire, as it always does, and the Liberian Government did not know what to do to put a stop to the trouble.

When the League Council got the request for help they did something which you might think almost useless. They decided to send one man, Dr. Mackenzie, from the staff of the Secretariat, on a mission to the Kru Coast, and they asked that, when he arrived in Monrovia, the Liberian Government would name someone to represent them, to go with him, and that these two should have the right to act for the Government and make promises on its behalf to the Kru Chiefs. Dr. Mackenzie reached Monrovia in June and a Mr. Russell of Liberia was chosen to go on with him to the Kru Coast.

Dr. Mackenzie soon went to the root of the trouble. He found the tribes were fully armed with guns and rifles, some of them smuggled in by Krus living nearby, outside Liberia. As a result the tribes were terribly afraid of each other, and the Paramount Chiefs were afraid of their own armed tribesmen.

Sun. Mails. Sun Time Comm Oct 2. 32

X-JX 1908
.U6M5
211

THE PROBLEM OF PEACEFUL CHANGE

AND

ARTICLE 19 OF THE COVENANT.

By Dr. David Mitrany.

1. The lessons arising out of the Manchurian issue are forcing all who are interested in the progress of international peace to face the problem of how to implement Article 19 of the Covenant. According to Article 19 the Assembly is entitled "to advise the reconsideration by members of the League of treaties which have become inapplicable", and of international conditions which are a danger to peace. It is becoming increasingly clear that machinery for the peaceful settlement of disputes is not sufficient to stay the use of war as an instrument of national policy, if war alone is available for satisfying certain elementary needs. Political writers have at all times assumed that a nation must find ways and means to secure conditions proper for its existence before it can abandon the use of war. When Fichte advocated, for the sake of peace, a completely closed national State, which would have no intercourse and therefore no cause of quarrel with other States, he had to assume that the State would secure its "natural frontiers" first - and that it could use all means at its disposal, even war, to reach this essential preliminary condition.

In our time, when the division of labour amongst nations has gone to the point where none can live without materials and markets lying beyond its physical frontiers, a different way than shutting oneself in must be found to provide adequate conditions of national existence, if conflict is to be avoided. The truth, is, however, that so far no systematic ways and means are available, working automatically and in response to the demand of actual needs rather than of political pressure. In the light of our new international principles and covenants the action of Japan cannot but be condemned. But the fact is that if Japan had put her need for markets and for materials before the League, the League would have had no means to act on such a plea; and it is doubtful under present conditions whether the claim would have been allowed even to come up for discussion. Similarly, the post-War treaties have left Europe many arrangements which are accused of doing violence to the needs and realities of life. But there are no means of dealing with them in the spirit of Article 19; and whenever one of the parties concerned has taken the law into its own hands, the inadequacy of the new system has found expression in the passive acceptance of the accomplished fact by the society which was pledged to prevent it. That is not always due to a selfish evasion of trouble or to biased political interest. It is rather an admission, by implication, that one-sided forcible action is still the only means readily available for bringing about a substantial change; and it is a mere accident when such action does not develop into war. The seed is always there, for the use of force is a challenge to war. If international society wants to abolish war, therefore, it must undertake the task of organising peace.

2. A political society, if it is to rest upon our accepted modern standards of civilisation, must contain within it laws and organs capable of dealing with two essential and inter-related ends:

I. To keep social life peaceful; and
II. To keep it progressive.

National council for prevention of war, Washington, D. C.

X- JX 1908
.U6N5 212

Formerly

LITANY OF PEACE

By Opal Gooden

(With Permission from Girls' Circle, Christian Board of Publication.)

LEADER - Amid mounting turmoil and confusion throughout the world, in this hour before it is too late and the deadly hysteria of war has poisoned our brains and feelings, solemnly and soberly,

PEOPLE - We dedicate ourselves to peace.

LEADER - We remember Sarajevo in 1914; we remember armored nations awaiting that strike; and remembering,

PEOPLE - We dedicate ourselves to peace.

LEADER - We remember mud and slime and screaming shrapnel; we remember mild young men who learned to murder and were murdered; and remembering,

PEOPLE - We dedicate ourselves to peace.

LEADER - We remember the dead that are dead, and the dead that still live, and the death that is born of deadly disease; and remembering,

PEOPLE - We dedicate ourselves to peace.

LEADER - We remember Versailles with its humiliation and defeat; we remember the years that have followed leaving victory to no nation and defeat to all; and remembering,

PEOPLE - We dedicate ourselves to peace.

LEADER - We see behind us the fruits of war, death and disease, hatred and hunger, profiteering and plundering, and seeing this,

PEOPLE - We dedicate ourselves to peace.

LEADER - We see before us in the promise of war not only the death of our bodies but the death of our souls, the bankruptcy of our economy, the end of our civilization, the suicide of the race, and seeing this,

PEOPLE - We dedicate ourselves to peace.

LEADER - We believe the hour comes and now is when nations must act with understanding instead of armies, when they must abide by the wills of their peoples instead of the intrigues of their diplomats. We believe the hour comes and now is when nations shall not attack nations, neither shall they learn war any more. To the realization of this end,

PEOPLE - We dedicate ourselves to peace.

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7-22-35

X-JX 1908
.U6 N5
213

WORLD COOPERATION

A Club Program for One Meeting

Arranged by Miss Helen M. Shope

Text: "International Cooperation." World Problems Series by Florence Brewer Boeckel (Jan.-March, 1937). Pub. by National Council for Prevention of War, 532-17th St. N.W., Washington, D.C. 25¢ for Series; World Cooperation leaflet alone with this outline, 5¢.

I. Introduction by Leader:

In a brief talk show the need of developing international cooperation before dangerous disputes arise. Page 1.

II. Questions. (Asked by Leader, to be answered by members to whom they have been assigned at a previous meeting. Answers to be brief and given from memory.)

1. Why is international cooperation necessary in the economic field? pp.2,3.
2. How does the International Labour Organisation work towards a peaceful settlement of international disputes? Page 3.
3. What is the object of the International Textile Conference, April, 1937? Page 3.
4. What does the Hull reciprocal trade agreements program hope to accomplish? Page 4.
5. What has the League of Nations done to promote international cooperation Pages 5,6.
6. Show the importance of currency stabilization in economic cooperation. Page 6.
7. What is the relation of the problem of immigration to world peace? pp.6,7.
8. What agreements were reached at the Inter-American Conference at Buenos Aires in 1937? Pages 7,8.

III. Questions for General Discussion

1. What problems are today common world problems?
2. In what fields is the United States cooperating with other nations?

See bibliography with leaflet.

X-JX 1908
.U6N5
214

RECIPE FOR A WARLIKE NATION*

William G. Carr
Director, Research Division
National Education Association

1.

Ladies and gentlemen of the Council, I have been asked to speak on what the schools can do to promote international goodwill. It is said that the three chief methods of discourse are illustration, repetition, and contrast. I have decided to follow the third method. Certainly, there could be little justification before this audience of a repetition of the suggestions which have been made to you many times in the past, and which are published and readily available for consultation, on the way in which the schools can contribute to peace among the nations. Nor is it appropriate to use the method of illustration, since in so brief a time as is ours, we must center attention on basic principles rather than matters of detail. Thus, I am led to attempt a presentation of the topic by method of contrast.

I shall ask you to suppose for a few minutes that this is not the National Council for Prevention of War, meeting in the United States of America, but rather

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*Address before the National Council for Prevention of War, Oct.17,1935, Washington,D.C.

Form card

X-JX 1908
.U6N5
215

FAR WESTERN SECTION

California

Number gainfully employed (1920 census) . . . 1,512,780

Agriculture, forestry, and animal husbandry . . . 18%

Products which are exported in appreciable amounts or which are dependent upon imported products. (absolutely)
Wheat
Lumber and timber

Mineral Extraction . . . 1.8%
Petroleum

Manufacturing and mechanical industries . . . 29%
Lumber and timber products
Canned and preserved products
Steam railroad repairs
Foundry and machine shop products
Furniture
Motion picture
Petroleum products
Book and job printing and publishing
Canned fish
Bread and other bakery products

All other occupations . . . 51.4%

. . . . . .

Wheat . . . California raises about 2% of the total wheat production of the United States. Most of it is exported directly from the west coast to Japan and China, although some of the far western wheat may be manufactured into flour and sold to the United Kingdom, Germany, Italy, France and Belgium who take the largest share of the 26% of our wheat exported each year.

The position of the United States with regard to wheat is differnet from the situation with regard to many other products. Wheat is sold in the international markets and its sales prices depend upon the entire demand and supply situation of the rest of the world. The price of wheat for the American farmer could be increased if the normal and steady demand for his surplus abroad were greater. This demand was immensely increased during the war when the United States was neutral and also when she was selling to her allies. For a time there was prosperity for the American farmers, who expanded their wheat production enormously. The after effects of the war, however, have hit the farmer most heavily for the war stimulated a large over production of wheat which has depressed the price below cost of production.

X-JX 1908
.U6 N5
216

WESTERN GRAIN AND LIVESTOCK STATES

Iowa

Number gainfully employed (1920 census) . . . 858,698

Agriculture, forestry and animal husbandry . . . 39%
Corn
Hogs
Dairy Products

Manufacturing and mechanical industries . . . 21%
Railroad repairs and contruction
Slaughtering and meat packing products

All other occupations 40%

. . . . . .

Corn . . . Iowa produces 15% of the national total of corn - most of which is fed to hogs on farms.

Hogs . . . Iowa produces 18% of the hogs of the country. (See slaughtering and meat packing products)

Dairy products . . . Iowa produces 6% of the total dairy cows of the country. The export dairy products of the United States are condensed and evaporated milk which we sell to China, Belgium and Cuba.

Railroad repairs and car construction . . . This industry in Iowa is 3% of the national total and is for domestic consumption, but like so many of the industrial products depends upon small amounts of indispensible alloys, not obtainable in this country in sufficient amount or in required quality. Among these alloys are:

11 million dollars worth of manganese for durability of rails and sections from Soviet Russia, Brazil and British India
2 million dollars worth of chrome for hardening the metal parts from Rhodesia and new Caledonia
50 thousand dollars worth of vanadium for pinions, driving rods, etc. from Peru
14 million dollars worth of nickel from Canada
600 thousand dollars worth of tungsten for the workmen's tools from China
1 million dollars worth of cobalt from Belgium and Canada.

Slaughtering and meat packing products . . . Iowa produces 7% of the United States total of slaughtering and meat packing products. Four percent of these are sold to foreign countries.
Hams and shoulders to United Kingdom, Cuba, and Canada.
Bacon to United Kingdom, Cuba, and Italy.
Lard to United Kingdom, Germany, Cuba, Mexico, Netherlands, Italy, and Colombia.

X-JX 1908
.U6N5
217

WORLD LEAGUE OF INTERNATIONAL EDUCATION ASSOCIATIONS
Mrs. Alice Wilson - Director
521 Phelan Building
San Francisco, California

INTERNATIONAL EDUCATION IN HIGH SCHOOLS

No one could deny that the present unrest, due partly to economic pressure, is to a great extent the result of the last war; of the debts contracted at that time by the allies in a frantic endeavor to win that war. The payment of those debts, which is becoming more and more difficult, is a dominant factor in International Relations of today. It blocks almost every attempt at economic cooperation. And still, if there is any problem which demands speedy solution, it is the economic distress reigning over the entire world. This economic situation overshadows almost all other problems however important they may be.

As we look back a few years ago, before the crash of 1929, we cannot fail to notice that there seemed, at that time, to develop among nations a feeling of friendship and understanding. The word "Goodwill" was on everybody's lips, it was used on every occasion and very often over-used. It was almost a fad. That it was superficial in many instances was proven by the fact that many who shouted loudest for goodwill among nations shouted also loudest, a few years later, for complete isolation.

It is difficult to strike a middle note when one works in the field of International Relations, because one is so easily carried away by an enthusiasm which is sorely needed. And when one adds to that the educational field, and one attempts International Education for youth in the schools of the nation, then there is need for something more than mere enthusiasm. And still, the youth of the world today watches with a keen interest the different moves on the checkerboard of International Relations, anxiously wondering what kind of an existence we are mapping out for them, and it is our duty as educators to prepare them to meet adequately whatever may be in store for them.

In saying this, I speak from experience, for during the last eight and a half years I have worked in that field, and the response of the student to our efforts speaks more clearly than anything I could say about the need for educating the young people in a new attitude towards economic and International Relations.

In January, 1925, I organized in the Girls High School, San Francisco, the first International Club of the World League. The difficulties connected with the development of this work - for which a well worked out plan had been drafted - were innumerable and almost enough to discourage anyone bold enough to undertake it.

I may add that had it not been for the support given me at the beginning by the students of the Girls High School in San Francisco, we would have failed. For the first three years they helped build up this work and their financial support, however small, was the only one I had during that period. It was in 1927 that I succeeded in interesting Mr. Paige Monteagle, a San Francisco philanthropist, who since then has generously shouldered the whole financial burden of this work and thus made its development possible.

Off. Div. for Study. War Time Comm. Oct 2 1941

X-JX 1908
.U6 N5
216

MATERIAL AND SUGGESTIONS FOR EXHIBITS

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Special Exhibit. A collection of 18 cards, 22 x 28 in., of prints pertaining to war and peace, portraits of men and women who have worked for peace, and peace monuments, reproductions of paintings, photographs of sculpture. Covered with cellophane, may be borrowed for exhibit purposes at cost of shipping.

Window Exhibits based on the telling and humorous cartoons, "Armaments Do Not Give Security," "Disarm, Why Not?", and "The Two Mules," may be borrowed from the Massachusetts Women's International League, 6 Byron St., Boston, Mass. Other exhibits dealing with munitions, expenditures on schools vs. battleships, etc., are being added.

Traveling Exhibit of Methods and Materials for Teaching Worldmindedness. Gathered from over 50 sources, classified and graded, under the supervision of Prof. Mabel C. Bragg. Available for school departments, teachers meetings, etc., for transportation costs. Massachusetts Women's International League, 6 Byron St., Boston, Mass.

An Exhibit of Anti-War Pictures, prepared by Dr. F. S. Onderdonk. 350 pictures, photographs, posters and cartoons mounted. Sent collect on receipt of $2. Address Peace Films Caravan, 1331 Geddes Avenue, Ann Arbor, Michigan.

League of Nations Association, 8 West 40th St., New York. Address inquiry to Education Department. Exhibits, arranged in boxes for shipment, on various phases of the work of the League of Nations including material showing economic interdependence and international cooperation in protection of health. Also wall exhibits.

Mrs. Marie McGuire, 444 Otis Place, St. Paul, Minn. World Court Exhibit with miniature figures representing judges and courtroom. Dolls dressed in the costumes of the different countries represent the nations that have adhered to the Court, United States and Russia stand at one side. A painted background contrasts the wreckage of war with the ordered life of peace. Can be rented for $10.

Education Department
National Council for Prevention of War
532-17th St., Washington, D.C.

C.T.: Div. for Study. War Time Comm. Oct. 9, 1941

National council for prevention of war, Washington, D.C. Formed

X-JX 1908 .W6N5 219

CHILDREN'S MATERIAL FOR PLAY AND WORK

International Peace Parties for Children, compiled by Ruth L. Frankel, for the Pennsylvania branch of the Women's International League for Peace and Freedom. NCPW, 5¢.

League of Nations Painting Book. 8 to 11 years. Simple text with line drawing for painting, League of Nations Union Bookshop, 15 Grosvenor Crescent, London, S.W.1. 1 shilling.

Balloon Globe Map of the World. Pioneer Rubber Company, Willard, Ohio, 10¢; or local dealers.

Children of Many Lands. Puzzle of six beautiful pictures. 9½ X 11½. Platt and Munk Co., 200 Fifth Avenue, New York City. 50¢.

The New Patriotism Is Peace - jig-saw puzzle. $1.25 or $1.50 according to number of pieces. State whether for children or adults. Women's International League for Peace and Freedom, 1924 Chestnut St., Philadelphia.

Map Puzzles. The World, Europe, Asia, Africa, Mexican and Japanese, England, North America, South America, Madmar Quality Co., Utica, N.Y. $1.50 to $3 each.

Children of Many Lands. 56 national illustrations by Wm. Fletcher White. To color. Platt and Munk Co., 200 Fifth Avenue, New York City. 60¢.

Stories and Sketches, Children of Other Lands. To fill in and color. Ginn, Boston, 36¢.

Milk In Many Lands, cards to be colored. Health In Many Lands, set of eight cards. New England Dairy and Food Council, Boston, Mass.

Little Neighbors of Many Lands by Fannie R. Warren. Costume dolls to cut out and color. Milton Bradley, Springfield, Mass., 50¢.

Twin Travelogues, paper doll cut-outs. China, India, Japan, Korea. Methodist Book Concern, N.Y., 50¢ each.

Mexican Paper Dolls. American Board of Commissioners for Foreign Missions, Beacon Street, Boston. 12¢ per dozen.

Picture Stories About Other Nations. China, Africa and Japan Particularly good. Missionary Education Movement, 150 Fifth Avenue, New York, 50¢ each.

To and From School In Far-Off Japan. The Board of Foreign Missions of the Presbyterian Church, 156 Fifth Ave., N.Y., 10¢.

Picture Map Series. About 30x50 inches. World Friendship Map, maps of World, Latin America, North America and Africa. All in outline with additional sheet of illustrations to be cut out and pasted on showing products, historical places, etc., Missionary Education Movement, 150 Fifth Avenue, New York. 50¢ each.

Other Girls and Boys Cut-Outs. Sheets of figures printed in color as models with outlines for copying. Eight nationalities. Milton Bradley Co., Springfield, Mass., 35¢.

X-JX 1908
U6N5 220

COURSE ON PREJUDICE

Given by
E. L. Clark, Ohio State University.

Topics for Discussion

1. Give an original example of prejudice due to a) innate conservatism, b) innate radicalism, c) suggestion, d) imitation, e) fixity of habit, f) self-interest.

2. Why is it difficult to discover prejudice in oneself?

3. Cite important cases of national, occupational, political and religious prejudice found in the United States and show in each case the harm caused by the prejudice.

Exercise

Prejudice in the United States is most frequently direct against the following groups:

Religious, Agnostic, Athiest, Christian Science, Mormon, Protestant, Roman Catholic, Spiritualist, Unitarian.

National - English, German, Irish, Italian, Jewish, Turkish, United States.

Racial - Caucasian, Chinese, Hindu, Japanese, Mexican, Negro.

Occupational - Banker, Clergyman, Lawyer, Politician, Prize Fighter, Saloon Keeper, Stockbroker, Strikebreaker.

Political - Anarchist, Bolshevist, Capitalist, Communist, Free Trade, Liquor interests, Militarist, Pacifist, Archbitionist, Protectionist, Single tax, Socialist.

1. Write a paragraph of between one and two hundred words, explaining your antipathy for that group, whether mentioned in the foregoing lines or not, against which you have the most violent prejudice. Give free rein to your bias and do not attempt to defend your position logically.

2. Rewrite your paragraph, eliminating from your indictment all charges which you would not care to attempt to prove before the Supreme Court of the United States, to be true of the body as a whole.

3. In between one and two hundred words write as strong a defense of the group as you can.

4. In between one and two hundred words state to what extent your antipathy is based on reason and to what extent on prejudice and explain the origin of the prejudice as far as possible.

5. State definitely what you intend to do to free yourself from your prejudice.

Off. Div. for Study. War Time Comm. Oct. 9, 1941

Division of Peace Education
Washington, D.C.
Typed

WAGING PEACE WITH YOUR CLASSES

By Ruth Seleen Brown
Junior H.S., Cherry Valley School
Garden City, Long Island, N.Y.

X-JX 1908
.U6N5
221

"A school that doesn't teach Peace isn't worth its salt," said my Professor, and I believe he is right.

This is a presentation of special lessons on peace for the development of peace attitudes, which I have undertaken with my entire Eighth Grade Class (three history classes).

Teacher.....What is the greatest problem for all the nations of the world to solve?
Pupils.....How to have Peace.
Teacher.....Who shall solve the problem?
Pupils.....Every Nation.
Teacher.....Who in every nation?
Pupils.....The people.
Teacher.....Which people?
Pupils.....Every one.
Teacher.....Have we anything to do with it?
Pupils.....YES.
Teacher.....All right, where do we start learning how to solve our problems?
Pupils.....In school.
Teacher.....Am I teaching Peace, and are you learning how to solve this problem?
Pupils.....Yes.
Teacher.....Where, when, and how?
Pupils.....In history, current events, civics, etc. (Let them tell every way they can think of.)
Teacher.....As you know there is a World Movement on for Peace, and from your history you know that any great movement for good succeeded only as the majority got their shoulders to the wheel. How would you like to get into this movement, and do something special.
Pupils.....YES.

And so we made some plans.

We decided to use ten minutes of our time each day for work on peace.

We designated our small front blackboard as our "peace space," to be used for announcements, questions, topics, etc., concerning peace. We used this "peace space" every day as a guide for the discussions. I will give a few first days' assignments, to give you an idea of what we did.

First Day.....Why is there such great need to work for peace?
The next day in class they brought out the point that with all the new inventions, etc., another war would be horrible beyond imagination, and just annihilation. The terrible losses in life, property, wealth, time, progress, and health were cited, giving us a good lead for the next day's assignment.

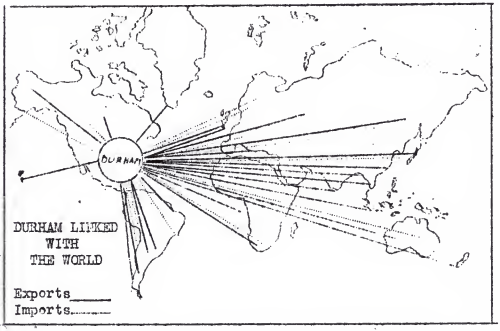
X-JX 1908
.U6N5 222

LOCAL WORLD TRADE MAPS

FACTS AND SUGGESTIONS

ON HOW TO MAKE ONE FOR ANYTOWN

Compiled under the direction of Florence Brewer Boeckel
by
Marjorie H. Garfield
and
Harriet Schmaltz Smith



Gift
Dir. of Study
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Oct. 9, 1941

Education Department
National Council for Prevention of War
532-17th St., Washington, D.C.

68 Post Street,
San Francisco, Calif.

134 Chestnut St.,
Springfield, Mass.

612 Stock Exchange Bldg.,
Portland, Oregon.

411-Kraft Building,
Des Moines, Iowa.

Extract from speech

X-JX 1908
.U6N5
223

on

THE TEACHER AND WORLD PEACE

by

O. Myking Melus, Department of Social Sciences,
Northwest Missouri State Teachers College, Maryville, Missouri.

General John J. Pershing, Commander-in-Chief of the American Expeditionary Forces said on April 6, 1929, the twelfth anniversary of our country's declaration of war: "At this moment, let us remember the sick and disabled, the widows and orphans, and the mothers who bravely sent their sons into battle. Ours is the solemn obligation to insure that their sacrifices shall not have been in vain. I hope that on this anniversary our people will resolve with greater zeal to address themselves practically to the establishment of permanent peace, for which the blood of America was so willingly shed."

How to establish permanent peace is indeed a problem worthy of the attention of everyone. How can we best keep faith with those who gave their lives that war might be abolished? What can we as individual teachers do to safeguard the peace of the world? ....

The very first thing we must do is to believe that war is an evil that can be eradicated. We must feel convinced that it is possible to attain permanent peace. We must have a deep and abiding faith in the ultimate victory of universal peace.

The abolishment of war is no idle dream of visionaries. No less an experienced warrior than Major General John F. O'Ryan, Commander of the Twenty-Seventh Division, said, "The American people can end war in our time if they get on the job. .... Let us wage peace. I should be a traitor to my country if I did not do everything in my power to abolish war." With that challenge ringing in our ears, let us face the task before us with unflinching courage.

The next thing we as teachers must do is to teach the truth about war. Let us remember that war is no Sunday School picnic. The business of war is to kill human beings! Tell the cold brutal facts about war. In the past we have glorified war. We have told about the honors won in war, but we have neglected to mention that for every Victoria Cross that has been won there must be won 10,000 wooden crosses. We have pointed out how men excel in war, but we have failed to stress the fact that to excel means to kill human beings.

Major General O'Ryan has declared on more than one occasion: "We soldiers are not ashamed of the way we fought, but those of us who know anything know that fighting is not glorious. No matter how righteous the cause, the experience of a soldier at the front tends to lower his finer sensibilities. If any soldier came out of this war a better man than when he entered it is in spite of and not because of his battle experience. War is the denial of Christianity, and of all the most sacred things in life. It exalts force. It thrives on lies. It is the product of hate and fear and cannot by any stretch of the imagination be waged humanely."

I was in Minneapolis when the war play, "What Price Glory?" was being given there. Several of the ministers protested against the play as being vulgar and filthy. But one of the leading Methodist ministers urged his people

X-JX 1908
.U6N5 224

WORLD INTERDEPENDENCE

STRIKING STATEMENTS FOR POSTERS, FLIERS, SPEECHES, ETC.

"Realization of the interdependence of the world is wanted in Congress today." - New York Times editorial, November 26, 1932.

"The tragedy of our times is that we are citizens of the world, and do not know it." - "Political Myths and Economic Realities - Delaisi

"The fundamental fact of our times is that we are living in a new kind of world, a world of independent, if you please, but also of interdependent nations, no one of which can long prosper or gain influence without the cooperation and concurrence of its fellow-nations. Until men generally get this fundamental fact in their heads, they will have no understanding of our times and can make no possible or practical contribution toward the solution of the really appalling problems which confront us on every hand." - Nicholas Murray Butler.

"The movement for international peace owes its validity, which is real, to the fact that a new civilization has arisen which rests upon the interdependence of nations." - James T. Shotwell.

"More than two million families in the United States earn their living in the manufacture of raw materials which we import in exchange for our exports... To insure continuous employment and maintain our wages we must find a profitable market for the surplus. Consequently our industries will gain in stability the wider we spread our trade with foreign countries . . . . . Our whole standard of life would be paralyzed and much of the joy of living destroyed if we were denied sufficient imports. . . . . Foreign trade thrives only in peace. But more than that, it thrives only with maintained goodwill and mutual interest with other nations." - President Hoover.

"Let it be proclaimed from the housetops that every government and every people which seeks for security through arms is the unwitting enemy of the world's progress, that every government and every people which seeks prosperity through isolation and through multiplied restrictions on trade is prosperity's greatest obstacle, and that every government and every people which resists and resents international cooperation to deal with the constant and worldwide problems of mankind is not patriotic, but its own nation's most treacherous and most persistent foe. These are the facts to be driven home in the public consciousness of the nations of the world." - Nicholas Murray Butler.

"The choice is whether or not there is in general to be free intercourse or in general isolation and stagnation.

". . . . . The economic life of the world, as it grows and finds expression through all the multitudinous activities of man, implies more and more world trade and a world order. It is incredible that government policies should permanently obstruct this natural and inevitable development." - Sir Arthur Salter.

X-JX 1908
.U6N5 225

PROCLAIM FROM THE HOUSETOPS

"LET IT BE PROCLAIMED FROM THE HOUSETOPS THAT EVERY GOVERNMENT AND EVERY PEOPLE WHICH SEEKS FOR SECURITY THROUGH ARMS IS THE UNWITTING ENEMY OF THE WORLD'S PROGRESS, THAT EVERY GOVERNMENT AND EVERY PEOPLE WHICH SEEKS PROSPERITY THROUGH ISOLATION AND THROUGH MULTIPLIED RESTRICTIONS ON TRADE IS PROSPERITY'S GREATEST OBSTACLE, AND THAT EVERY GOVERNMENT AND EVERY PEOPLE WHICH RESISTS AND RESENTS INTERNATIONAL COOPERATION TO DEAL WITH THE CONSTANT AND WORLDWIDE PROBLEMS OF MANKIND IS NOT PATRIOTIC, BUT ITS OWN NATIONS MOST TREACHEROUS AND MOST PERSISTANT FOE. THESE ARE THE FACTS TO BE DRIVEN HOME IN THE PUBLIC CONSCIOUSNESS OF THE NATIONS OF THE WORLD."

-Dr. Nicholas Murray Butler.

National Council for Prevention of War, Washington,D.C.

The following account of the U. S. Supreme Court decision in the MacIntosh case is sent to you with the hope that it will help to orient you on the strategic points of principle involved. The opinion of Chief Justice Hughes is attached.-

National Council for Prevention of War,

JX 1908
.A6 N5 2216

On May 25th the Supreme Court of the United States, in a 5 to 4 decision, held ineligible for citizenship Dr. Douglas Clyde MacIntosh, former Canadian war chaplain, now Dwight Professor of Theology in the Yale Divinity School, and Miss Marie Averill Bland, who served as a nurse with the American Army in France, because they would not take an oath to bear arms in defense of this country under all circumstances.

Professor MacIntosh desired to reserve the right to decide whether or not a future war was morally justified. Miss Bland, likewise a Canadian, refused to take the oath of allegiance to defend the Constitution and the laws of the land except with the written interpolation, "as far as my conscience as a Christian will allow," though she stood ready to pledge herself to go to war as a nurse.

It is now the law of the land, under a 5 to 4 decision, reversing the Second Circuit Court of Appeals which had held that Dr. MacIntosh might be admitted to citizenship on the ground that "the rights of conscience are inalienable rights which a citizen need not surrender," - it is now the law of the land that naturalization cannot be granted to an alien who has the slightest scruple about over doing military duty. The minority or dissenting opinion handed down by Chief Justice Hughes was concurred in by the leading liberals of the Court, Justices Holmes, Brandeis and Stone.

An applicant for citizenship, according to the majority opinion, must be willing to support the Government in war time by force of arms. And under this decision, as enunciated by Justice Sutherland, there can be no mental reservations when taking the oath of allegiance.

Justice Sutherland, supported by Justices McReynolds, Roberts, Van Devanter and Butler, stated that the case comes under the principle laid down in the Rosika Schwimmer decision which ruled that "it is the duty of citizens by force

X-JX 1906
.U6N5 227

ANALYSIS

of

PRESENT NEUTRALITY LAW

Summary of Chief Provisions

Law may be applied by President or Congress.

All purchases by belligerents must be paid for in cash. American ships may not carry goods to ports of belligerents.

Loans to belligerents are prohibited.

United States merchant vessels may not be armed.

The President is given power to define combat areas, which American ships and airplanes shall not enter and to restrict use of U. S. ports to submarines and armed vessels.

National Council for Prevention of War
532 Seventeenth Street, N. W.
Washington, D. C.

X-JX 1908
.U6 N5 226

TARIFFS
AND
JOBS

Given at Stanford University War Time Comm. Oct. 9, 1941

by
Warren D. Mullin, Labor Secretary
National Council for Prevention of War
532 17th Street, N. W.
Washington, D. C.

X 1908
.U6 N5 229

INFORMATION ON THE WAR REFERENDUM AMENDMENT

FOR PRESS USE

FACTS AND PROS AND CONS

The War Referendum Amendment was first introduced in the House by Representative Louis Ludlow of Indiana in 1935.

Reintroduced in 1937, the Amendment was blocked in Committee until December 14, 1937, when 218 signatures to a discharge petition were completed.

A vote on a motion to consider the Amendment is expected January 10. (Measures brought before the House by discharge petitions are considered on second and fourth Mondays.)

The Gallup Poll published October 10, 1937 showed 73 per cent of the people in favor of a war referendum.

Similar war referendum measures were introduced in the Senate by Senators Clark, LaFollette, Capper, and Nye; and in the House by Representatives Johnson (Texas), Fish (New York), Ashbrook (Ohio), Eicher (Iowa), and Case (S.D.).

The main section of the Ludlow Amendment reads: "Except in the event of an invasion of the United States or its territorial possessions and attack upon its citizens residing therein, the authority of Congress to declare war shall not become effective until confirmed by a majority of all votes cast thereon in a nationwide referendum. Congress, when it deems a national crisis to exist, may by concurrent resolution refer the question of war or peace to the citizens of the States, the question to be voted on being, 'Shall the United States declare war on _____?' Congress may otherwise by law provide for the enforcement of this section."

Amendments to this text will be offered, covering such points as:

a) Provision for a separate referendum before any compulsory military service abroad;

b) Specifically preserving the power of Congress to declare war in the event of invasion of any North American nation or in case a military expedition sets out against the United States or other North American nations.

These points are already covered in other referendum amendments introduced.

Library of Congress Rec'd Time Check Dec. 9, 1941

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Washington, D. C.
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THE BIGGEST JOB IN THE WORLD

by

J. J. Handsaker

X-JX 1908
.U6 N5 220

Gilt: Div. for Study. War Time Comm. Oct. 9, 1941

The pupils in the Clear Lake School were called to an assembly one morning, for their principal told them they had a speaker who would talk to them about the biggest job in the world and how that even boys and girls in the grade schools were needed to help in putting over this biggest of all jobs. Naturally they all wondered what the job could be and how it could be so great that their help was necessary to put it over.

Their speaker did not tell them at first what the big job is or how they could help, but he told them a story of two villages:

"Once upon a time," he said, "there were two villages by the same queer name of Dumdrudge. The villages were on opposite sides of a valley. A border line ran through the valley so that one village of Dumdrudge was in one country and the other in another country. One time a very beautiful thing happened. Fifty little boys came to live in each village. The people of the two villages were so proud and happy over the coming of their little boys, and they dreamed great dreams of what their little boys were going to be when they grew up. They were going to be bankers and doctors, philosophers, poets and statesmen, farmers and teachers. When the little boys were grown the parents would be old, and if they had never been able to save any money, then the boys would take care of their parents. So the people of the two villages worked very hard, denied themselves many things, and through the years in which those little boys were becoming young men they continued to dream of what the boys would be.

"About the time the boys were grown, and just as they were dreaming great dreams of what they were going to be, one day a very sad thing happened. The old men of the two villages quarrelled. And they quarrelled and quarrelled and quarrelled. Finally they said, 'We must quit quarrelling, if we can find a way to settle our quarrel.' Strangely enough, the old men of the two villages came to the same conclusion the same day. The old men of this village of Dumdrudge and the old men of that village of Dumdrudge called their boys about them and spoke to them in the very same words: 'Boys, you know we have quarrelled with the old men who live in the other village of Dumdrudge. You know we are right and they are wrong, and the quarrel must be settled. Now we want you boys to go and kill all the boys in the other village of Dumdrudge. If you do that, it will settle the quarrel we have with their fathers.'"

"Now the boys knew that their fathers knew what was the right thing to be done. So on the day the old men told them to go, they met half way between the two villages. In the evening the old men went out to see if the quarrel had been settled, for that was why they had sent the boys out. In the morning there had been a hundred bankers, doctors, poets, philosophers, farmers, statesmen and teachers, and a hundred men to take care of their parents who, by now, were getting pretty old. In the evening all the old men could find on the plain were about ninety badly mangled corpses and ten boys so badly crippled they would never work again. They sent the ten boys to the hospital, they buried the others in one great, long grave; and then they went home."

"The next day they made a remarkable discovery. The quarrel had not been settled although the boys were dead. Then they tried a new plan to end the quarrel. They came into a room, something like this: they sat down around some tables and talked and talked and talked, and settled their quarrel. And one man, wiser than the rest, said: 'Why did we not sit around the table and

X-JX 1908
.U6N5
231

IS YOUR LOCAL PEACE COUNCIL ADEQUATE?

By Frederick J. Libby, Executive Secretary
National Council for Prevention of War,
" Washington, D.C.

Local Peace Councils and Peace-Action Committees are beginning to dot the land. In large cities and in rural communities alike, the need of cooperation in the cause of peace is being recognized. Another war threatens us. War would unquestionably wreck our economic and social structure and bring fascism. Yet the steps that are being taken thus far to prevent war are dangerously inadequate. There were not 30,000 people in the whole country that gave as much as a single dollar last year to any peace organization. Those who are alive to the danger and want to do something practical to prevent our drifting into another war should bestir themselves.

Peace Councils Should Comprise Five Groups

Five great groups of public opinion oppose war; the liberal women's organizations, the churches, the farm organizations, organized labor, and the colleges and schools. If these five groups will cooperate locally and nationally in active promotion of a sound and constructive program for prevention of war, the United States will no longer be helpless against war and its attendant evils.

Organized Women are Backbone of Present American Peace Movement

The backbone of the American peace movement today is the women's organizations. This is true in no other country. Labor leads in Great Britain; in France the Socialists. In the United States a dozen great women's organizations that constitute the National Committee on the Cause and Cure of War founded by Mrs. Carrie Chapman Catt, plus the Women's International League for Peace and Freedom which owes its origin to that other great American woman, Jane Addams, not only constitute a large part of the American peace movement but also are better informed on international affairs than any similar group of men. It is these organizations that are active in most of the local Peace Councils that we have now.

Churches of Every Faith Should Belong

The churches and synagogues belong in the peace movement on moral grounds. Probably not ten per cent of the membership of any denomination or of any single church has shown itself yet to be actively interested in war prevention, despite advanced resolutions that several religious bodies have adopted in convention. Apathy is mainly responsible - plain lack of vision. Routine activities too often crowd out great tasks, in the Church as everywhere else. Conservative church members

National council for prevention of war, Washington, D.C.

X-JX 1908
U6N5
232

OUTLINE OF VARIOUS PEACE JOBS AND
PROJECTS TO BE CONDUCTED IN
AND THROUGH

Issued

CHURCHES, SCHOOLS, AND CLUBS

as suggested by Paul Harris, Jr.,
532 Seventeenth Street, N.W.,
Washington, D.C.

I

CHURCHES

GENERAL

1. Get resolutions on war and peace by largest denominational board.

2. Get national, state and local church bodies to approve these resolutions.

3. Get committees appointed by these bodies to carry out resolutions.

MINISTER

1. Preach frequently on peace.

2. Refer frequently to peace in sermons.

3. Stimulate peace study in various groups in congregation.

4. Promote interdenominational peace activities through the Ministerial Alliance.

5. Cooperate with all "Peace by Peace Means" projects in the city.

6. Appoint a committee in the congregation to carry out all peace commitments of the denomination.

7. Vote in primaries and elections on peace issues.

SUNDAY SCHOOL SUPERINTENDENT

1. Provide peace programs for entire Sunday School.

2. Suggest graded peace programs for every department.

3. Invite citizens of other countries to speak to Sunday School.

4. Appoint committee for Sunday School to carry out the peace commitments of the denomination.

   a. Insist that they show the world-wide message of Christianity, and the importance of world peace to this.

U. of Chi. for Study. War Time Comm. Oct 9, 1940

X-JX 1908
.U6115
S33

OUTLINE FOR INCIDENTAL STUDY OF LATIN-AMERICAN HISTORY

By Mary Wilhelmine Williams.

(Published in the History Teachers Magazine, June, 1913, now called The Historical Outlook.)

The curriculum in the high school is already crowded, yet teachers want to go into Latin American history in an incidental way. Ultimately history teaching in the lower schools will take on a more practical character, with a smaller proportion of time devoted to European history. Meanwhile, history teachers can aid in the solving of hemispherical problems by teaching the essentials of Latin American history in connection with United States history. The outline is given as suggestive only.

I. Aboriginal Americans: comparison of aborigines of northern and southern continents as regards,

1. Numbers.

2. Culture.

3. Consequent effect on later history.

II. Colonial period: comparison of government in colonies of North and South America.

1. Political.

2. Economic.

3. Religious.

III. Establishment of Latin-American independence: To be taken up in preparation for study of the origin of the Monroe Doctrine in the United States.

1. Influence of the American Revolution upon the Latin American wars for independence.

2. Political disintegration of Latin America after independence of "critical period" in U. S. history.

3. Constitutions of Latin American states.

a. Influence of United States' Constitution.

b. Unsuitability to Latin America of the period.

c. Character of actual government.

IV. Political instability, rulers being military chieftains, called "caudillos". To be taken up in connection with study of: the annexation of Texas, the Mexican War, Clayton-Bulwer Treaty, Ostend Manifesto, filibustering expeditions, Maximilian episode.

Office Div. for Study. War Time Comm. Oct 9, 1911

X-JX 1908
.U6N5 234

ANTI-WAR MOTION PICTURES

1. Commercial anti-war feature pictures:

CAVALCADE, Noel Coward's famous peace play brought to the screen in a handsome production. Fox Films (Twentieth Century-Fox), 44 West 56th S treet, New York, N. Y.

THE MAN I KILLED or BROKEN LULLABY--Ernst Lubitsch Production. Paramount Pictures, 1501 Broadway, New York, N. Y.

ALL QUIET ON THE WESTERN FRONT from the novel by Erich Maria Remarque. Universal Pictures, Inc., 1250 Sixth Avenue, New York, N. Y.

THE MAN WHO RECLAIMED HIS HEAD, an expose of munition makers' strategy and unscrupulous newspaper publishers. Universal Pictures, Inc., 1250 Sixth Avenue, New York, N. Y.

THINGS TO COME, by H. G. Wells. Spectacle portraying how a next war will destroy civilization. United Artists Corporation, 729 Seventh Avenue, New York, N. Y.

LA KERMESSE HEROIQUE (CARNIVAL IN FLANDERS) -- dialogue in French, with English subtitles. Amusing satire on war. Delightful comedy. Distributed by American Tobis Corporation, New York, N. Y.

COMRADESHIP--drama of miners trapped by cave-in on Franco-German border. Eloquent plea for friendship between the Germans and the French. Distributed by: Garrison Films Distbr., Inc., 729 Seventh Ave., N. Y. C.

DEALERS IN DEATH--compilation of newsreel scenes: expose of the munitions racket. Distributed by Topical Films, New York, N. Y.

PRISONER OF SHARK ISLAND--the case of Dr. Mudd, falsely accused of implication in the Abraham Lincoln assassination; showing violence and intolerance which follow in the path of armed combat. Twentieth Century-Fox, 44 West 56th Street, New York, N. Y.

THE STORY OF LOUIS PASTEUR--while not conventional plea for peace, this film shows how science, if not hampered by war, can progress in aiding humanity. Warner Brothers Pictures, Inc., 321 West 44th Street, New York, N. Y.

FURY--showing the danger of mob violence. Metro-Goldwyn-Mayer, 1540 Broadway, New York, N. Y.

BLACK LEGION--Expose based on recent happenings in Michigan; denunciation of mob violence. Warner Brothers Pictures, N. Y. C.

2. Commercial Short Subjects:

NEIGHBORS, animated cartoon in color--munition makers and warmongers impersonated by barnyard characters--travesty on armament races. Highly amusing. Columbia Pictures, 729 Seventh Avenue, New York, N. Y.

X-JX 1908
.U6N5
235

SPECIAL INTERDEPENDENCE EXHIBIT IN NEW JERSEY

The New Jersey Joint Council on International Relations, of which Mrs. Leon Fradkin is chairman, and Mrs. Harold F. Stose is executive director, in March, 1935, arranged a special "New Jersey Trades with the World" project.

The plan consisted of providing a means of bringing to public attention the advantage of peaceful relations between nations as a basic necessity in commerce. This was accomplished through the medium of professional pharmaceutical displays, which were being shown in windows of prominent pharmacies throughout the state of New Jersey, as well as at conventions, conferences and libraries.

The New Jersey Joint Council notified public schools, educational institutions and member organizations in the particular community in which the exhibits are being featured in order to acquaint the various groups with the educational value of these exhibits from the point of view of history, geography, and science, as well as the economic relationships between New Jersey and foreign countries.

The first unit in the series was based on spices. Besides a general history, there was featured a poster showing an enlarged map of New Jersey, and a list of the spices imported into this country in 1934. Six of the more common spices were individually treated with drawings of the plants, accounts of their habitat and origin, and small maps of the several countries exporting them. The use of spices in medicines was also explained.

The second display gave an account of IODINE and the third pictured the story of ephedrine from its growth on the banks of the Yantze River in China to the bedside of an American patient.

The exhibit was worked out in cooperation with the New Jersey Pharmaceutical Association, the matter was taken up at a Board of Trustees meeting of the Association, and, at the invitation of the Council, the New Jersey Pharmaceutical Association became a member of the New Jersey Joint Council on International Relations.

IODINE

The element, iodine, was discovered in 1811 by Bernard Courtois, a pharmacist, who was born in Dijon, France, February 8, 1777. On the death of his father, Courtois left Paris where he had led an active life with M. Sequin, a chemist, and had already discovered what is now known as morphine, although his shy nature prevented him from announcing this. Returning to Dijon, he took charge of the saltpeter factory which his father had managed and it was here that he made the epoch-making discovery of iodine.

While washing the ashes of sea-weed (Kelp) which were used as a source of making soda, Courtois happened to heat in a copper vessel in which strong sulphuric acid had been accidentally left, some of the mother-liquor from which the alkali had been crystallized. He noticed the appearance of violet vapors which later caked upon the inner surface of the pots in the form of dark colored crystals having a semi-metalic luster. He also observed that the vessels were very much corroded and in searching for the cause of this effect he made the discovery of a new substance which in later years was destined to become one of the most useful agents employed in the treatment of disease.

X-JX 1908
.U6N5
236

SOUTHEASTERN SECTION

Alabama
Florida
Georgia
Louisiana
Mississippi
North Carolina
South Carolina
Texas

This group of eight states may be said to have a common denominator in that all are predominantly agricultural. At least half of the people engaged in gainful occupations in this section are agricultural workers.

Alabama

Number gainfully employed (1920 census) . . . 908,216

Distribution of workers according to occupations:

Agriculture, forestry and animal husbandry . . . 56%
- Cotton
- Yellow pine

Mineral extraction . . . 4%
- Coal
- Iron

Manufacturing and mechanical industries . . . 17%
- Lumber and allied products, including naval stores
- Fertilizer
- Cotton textiles
- Iron and steel products
- Cotton seed products

All other occupations . . . 23%

. . . . . .

Cotton . . . Alabama produces about 8% of the total national cotton crop yearly. In raising and packing this crop the producer is absolutely dependent upon foreign products and in selling it, upon foreign markets.

Some 62% of the cotton crop is exported, the chief markets being Germany, England and Japan.

The successful production of cotton is dependent upon a special fertilizer. This fertilizer requires for its manufacture many materials imported from foreign countries. Among the most important ones are these:

X-JX 1908
.U6N5 237

CENTRAL SECTION

Arkansas
Kentucky
Tennessee

This section of the United States is predominantly agricultural. Its chief products are cotton, which is our largest export item, and tobacco, of which we export more than half our crop every year.

Arkansas

Number gainfully employed (1920 census) . . . 634,564

Distribution of workers in various occupations

Agriculture, forestry and animal husbandry . . . 64%
- Cotton
- Rice
- Oak
- Yellow Pine

Mineral Extraction . . . 1%
- Petroleum
- Bauxite

Manufacturing and mechanical industries . . . 12%
- Lumber and timber products

All other occupations . . . 23%

. . . . . .

Cotton . . . Arkansas produces about 7% of the total cotton crop of the United States. In raising and packing this crop the producer is dependent upon foreign products and in selling it, upon foreign markets.

Some 62% of the cotton crop is exported, the chief markets being Germany, England and Japan.

The successful production of cotton is dependent upon a special fertilizer. This fertilizer requires for its manufacture many materials imported from foreign countries; among the most important ones are these:

36 million dollars worth of nitrate of soda from Chile, Peru, Venezuela, and San Domingo
12 million dollars worth of potash from Germany
1 million dollars worth of pyrites from Spain
5 million dollars worth of ammonium sulphate from Germany
1 million dollars worth of guano from the United Kingdom (England, Scotland, Wales and Northern Ireland), Peru and the Union of South Africa

X- JX 1908
.U6 V5 238

YOU WANT PEACE

PUT PEACE MEN IN POWER"

PEACE ACTION COMMITTEES

WHY WHAT WHERE

NATIONAL COUNCIL FOR PREVENTION OF WAR
532-17TH ST., WASHINGTON, D.C.

Info. Div. for Study. War Time Comm. Oct. 2, 1943.

JX 1908
.U6 NS 239

ANY VOTER AND WORLD PEACE

Preliminary Suggestions for Action

If you want to do what you can to prevent another war, remember:

Individual citizens cannot act in international affairs. They must work through agents. These agents are their representatives in Congress - the Senators from their state as well as the Representative from their district - and the President.

The final test of whether the influence of a community is counting for war or against it is the influence exerted by its representatives in Congress and how they vote.

Any activity in a community which indicates interest on the part of voting citizens in the problem of world peace will have political influence if it is brought to the attention of men in Congress for whom the citizens of that district vote.

How Representatives Know What Their Constituents Want

There are four channels through which men in public office keep in touch with public opinion:

The local newspapers - including the rural press;

Letters from their constituents and communications from local organizations;

Interviews with their constituents who consult them in Washington; and

Conversations with the people of their districts when they return home.

Florence Brewer Boeckel
National Council for Prevention of War
532-17th St., Washington, D.C.

Cat. Div. for Study. War Time Comm. Oct. 6, 1941

X 1908
.U6N5 240

SUGGESTIONS FOR CELEBRATION OF COLUMBUS DAY

Columbus Day offers an excellent opportunity to emphasize the fact that times have changed, that all nations are now interdependent and all men neighbors. See enclosed material as follows:

Shrinking World Chart

Universal Postal Union Monument Poster

"Times Have Changed", play by Florence Brower Boeckel

The day may also be observed in such a way as to encourage children who are growing up in the changing world of today to have faith in the possibility of untried ways of living and courage to lead in such movements as the effort for a world peace. See enclosed verses:

"Columbus" by Joaquin Miller

"In Columbus' Time" by Annette Wynne

"The Things That Haven't Been Done Before" - anonymous

National Council for Prevention of War,
532-17th Street, N.W., Washington, D.C.
Div. for Study: War Time Origin, Oct. 12, 1921

X-JX 1908
.U6N5
241

COLUMBUS

by

Joaquin Miller

(From "Complete Poetical Works of Joaquin Miller.")

Behind him lay the gray Azores, behind the Gates of Hercules;
Before him not the ghost of shores, before him only shoreless seas.
The good mate said: "Now must we pray, for lo! the very stars are gone.
Brave Adm'r'l, speak; what shall I say?" "Why, say: 'Sail on! sail on! and on!'"

"My men grow mutinous day by day; my men grow ghastly wan and weak."
The stout mate thought of home; a spray of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say, if we sight naught but seas at dawn?"
"Why, you shall say, at break of day: 'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow, until at last the blanched mate said:
"Why, now not even God would know should I and all my men fall dead.
These very winds forget their way, for God from these dread seas is gone.
Now speak, brave Adm'r'l; speak and say" - He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate: "This mad sea shows his teeth tonight;
He curls his lips, he lies in wait, with lifted teeth, as if to bite:
Brave Adm'r'l, say but one good word; what shall we do when hope is gone?"
The words leapt like a leaping sword: "Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck, and peered through darkness. Ah, that night
Of all dark nights! And then a speck - A light! a light! a light! a light!
It grew, a starlit flag unfurled! It grew to be Time's burst of dawn.
He gained a world; he gave that world its grandest lesson: "On! sail on!"

Additional copies may be obtained from:
National Council for Prevention of War,
532 - 17th Street, N.W., Washington, D.C.

X-JX 1908
.U6 N5
242

IN COLUMBUS' TIME

Suppose you lived then, do you think that you
  Would believe what Columbus said was true,
Or would you be like the wise men who
  Laughed in his face and said, "Pooh, pooh"?

- Annette Wynne
From FOR DAYS AND DAYS

THE THINGS THAT HAVEN'T BEEN DONE BEFORE

The things that haven't been done before,
  Those are the things to try.
Columbus dreamed of an unknown shore,
  At the rim of the far-flung sky.
And his heart was bold and his faith was strong,
  As he ventured in dangers new,
And he paid no heed to the jeering throng,
  Or the fears of the doubting crew.

The many will follow the beaten track
  With guide posts along the way.
They live and have for ages back
  With a chart for every day.
Someone has told them it's safe to go
  On the road he has traveled o'er,
And all that they ever strive to know
  Are the things that were known before.

The things that haven't been done before
  Are the tasks worth while today.
Are you one of the flock that follows, or
  Are you one that shall lead the way?
Are you one of the timid souls that quail
  At the jeers of the doubting crew,
Or dare you, whether you win or fail,
  Strike out for the goal that's new?

Author not known
- From WORLD PEACE PRIMER by E. K. Bowman.

National Council for Prevention of War,
532-17th Street, N.W., Washington, D.C.

X-JX 1908
.U6 N5
243

THE WORLD HAS CHANGED

IN TERMS OF TIME OF TRAVEL FROM PLACE TO PLACE THE WORLD HAS SHRUNK

It was this size
in
1830

It is this size
in
1938

WAR DID NOT MEAN

in this world	what it means	in this world
1807 - First steamboat was operated on the Hudson by Fulton.		
1819 - First steamer crossed the Atlantic, helped by sails.		
1831 - First steam passenger locomotive was operated in America.		
1844 - The telegraph was invented by Morse.		
1866 - Cable communication was established across the Atlantic.		
1876 - The telephone was invented by Bell.		
1894 - Automobiles were developing and were successfully operated.		
1896 - Wireless communication was established by Marconi.		
1903 - A heavier-than-air machine was flown by the Wright brothers.		
1907 - First wireless dispatch was sent across the Atlantic.		
1926 - Telephone-radio conversations were held across the Atlantic.		
1927 - Lindbergh crossed from New York to Paris by air in 33-1/2 hours.		
1930 - International broadcasts developed.		
1931 - Telephone conversation relayed around the world.		
1932 - 42 countries in touch by telephone.		
1933 - Messages written at distant points reproduced by television.		
1934 - Photographs of news events transmitted by wire.		
1935 - Radio message sent around the world in one-seventh of a second.		
1936 - Trans-Pacific air mail established.		
1937 - Ships crossed the Atlantic in 3 days, 23 hours.		
1938 - Howard Hughes and crew of four flew around the world in 3 days, 19 hours, 17 minutes.		

National Council for Prevention of War, 532-17th Street, Washington, D.C.

X-JX 1908
.U6N5
244

MIDDLEWESTERN SECTION

Illinois

Number gainfully employed (1920 census) . . . 2,627,738

Distribution of workers according to occupations:

Agriculture, forestry, and animal husbandry . . . 15%
- Wheat
- Corn
- Hogs (pork and pork products)

Mineral Extraction . . . 4%
- Coal
- Pig iron
- Petroleum

Manufacturing and mechanical industries . . . 34%
- Slaughtering and meat packing products (See hogs)
- Agricultural implements
- Boots and shoes
- Bread and other bakery products
- Steam railroad construction and repairs
- Men's clothing
- Confectionery
- Electrical machinery
- Engines, turbines, waterwheels
- Foundry and machine shop products
- Furniture
- Iron and Steel
- Books and periodicals, printed

All other occupations . . . 37%

Wheat . . . Illinois produces about 4% of the total wheat crop of the country, of which 25% is sold abroad. During the World War the American farmers first as neutrals and later as allies, found markets for their wheat in Europe at increased prices. The profitable sales of wheat, as well as the government war demands encouraged them to increase their production markedly. In 1919 production fell off again, but not in amounts equal or comparable to the increases of the war.

Since 1919 exports have tended to decline, and prices, fixed in the Liverpool market, have dropped more. For this reason the wheat farmer of Illinois has been receiving smaller and smaller incomes from his produce. For, the world price of wheat, not only affects the prices he may get abroad, but also the prices at which he may sell his wheat in this country. Many plans for relieving the farmer by congressional action have been discussed in the intervening years. It takes no great astuteness on his part for him to realize that overproduction due to the war has been the chief cause of his predicament.

X-JX 1908
.U6N5
245

FOLK SONGS AND DANCES

COLLECTIONS FROM MANY COUNTRIES

Music of Many Lands and Peoples by McConathy, Beattie & Morgan. Silver, Burdett & Co., 41 Union Square, New York. Pictures and program notes associated with the selections are helpful in aiding an understanding of what the song is about and its interpretation; organized into units of study. $1.52.

Sing It Yourself by Dorothy Gordon. E. P. Dutton, 300-4th Ave., New York. Cloth, $2.50; school edition, cloth, 88¢. Collection of delightful folk songs from America, the British Isles, France, Germany, Norway and Russia. The music is adapted to the voices of children. Each song is accompanied by a charming story telling of the customs of the people and the probable origin of the song, and the attractive illustrations give excellent ideas for costuming dramatized versions.

Around the World In Song by Dorothy Gordon. E. P. Dutton, 300-4th Ave., N. Y. $2.50; school edition, cloth, 88¢. Collection of delightful folk songs from the various countries.

American Indian and Other Folk Dances by Mary Severance Shafter. A.S. Barnes & Co., 67 W. 44th St., N. Y., $3.00. Includes dances of the American Indian, Armenian, Portuguese, Greek, Scotch, German, Spanish and Mexican.

Every Child's Folk Songs and Games by Carolyn Bailey. Milton Bradley, 221 Fourth Ave., N.Y., $2.00. Songs of Denmark, England, France, Germany, Ireland, Italy, Scotland, Sicily, Sweden and Wales.

Folk Dances and Singing Games by Elizabeth Burchenal. G. Schirmer, Inc., N.Y., $1.50. Bohemia, Denmark, England, Hungary, Ireland, Italy, Norway, Russia, Scotland and Sweden.

The Folk Dance Book, Crampton. A.S. Barnes & Co., 67 W. 44th St., N.Y., $2.40.

Folk Dances for Boys and Girls by Effie Shambaugh. A.S. Barnes & Co., 67 W. 44th St., N.Y., $3.00. Grouped for the grades, high school and college. Dances of Austria, Bohemia, Circassia, Czechoslovakia, England, Holland, Ireland, Silesia and Ukraine.

Folk Dances from Old Homelands by Elizabeth Burchenal. G. Schirmer, Inc., N. Y., $1.50. Illustrations and directions. Dances of Belgium, Czechoslovakia, Denmark, England, Finland, France, Germany, Ireland, Lithuania, Poland, Portugal, Russia, Spain, Sweden and the United States.

Folk Songs of Many Peoples by Florence Botsford. The Womans Press, 600 Lexington Ave., N.Y., two volumes, $3.50 a set. Includes texts in original language and in English with illustrations and directions. Songs of the Baltic, Balkan, Slavic, Western Europe, Near and Far East and American countries.

Junior Laurel Songs by Armitage, C. C. Birchard & Co., Boston. Folk songs from America (including Negro and Indian), Norway, Spain, France, England, Wales, Scotland, Ireland, Italy, Bohemia, Denmark, Russia, Japan, China, Hungary, Flanders, Sweden, Finland, Dalmatia, Greece, Netherlands, the Basque country, and Poland.

X-JX 1908
.U6N5

WESTERN MINING AND PLAIN STATES

Colorado

Number gainfully employed (1920, census) . . . 366,457

Distribution of workers according to occupations:

Agriculture, forestry, and animal husbandry . . . 27%
Wheat

Mineral Extraction . . . 6%
Coal
Zinc

Manufacturing and mechanical industries . . . 20%

Steam railroad repairs
Bread and other bakery products
Foundry and machine shop products
Printing and publishing products

All other occupations . . . 47%

Wheat . . . Colorado produces about 2% of the total American wheat crop of which about 25% is exported yearly. United Kingdom takes the largest share of our wheat exports, other European countries rank next in direct exports or reexports of American wheat from Canada. Japan is the largest non-European buyer of the United States wheat. Also we sell large amounts of wheat flour to China, Netherlands, Germany, Cuba, United Kingdom, and Brazil.

The position of the United States with regard to wheat is different from the situation with regard to many other products. Wheat is sold in the international markets and its sales price depends upon the entire demand and supply situation of the world. The price of wheat for the American farmer could be increased if the demand for his surplus abroad were greater. This demand was immensely increased during the war when the United States was neutral and also when she was selling to her allies. For a time there was prosperity for the American farmers, who expanded their wheat production enormously. The after effects of the war, however, hit the farmer most heavily because the abnormal over production of wheat depressed the price below cost.

The production of wheat on a large scale under modern conditions would be impossible were it not for a fibre, ideally suited to the making of binder twine for reaping machines and called sisal or henequen, obtainable almost exclusively from the peninsula of Yucatan, Mexico. In 1923 we bought nineteen and a half millions of dollars worth of sisal and henequen, most of it from Mexico. During the war a real crisis developed for the American wheat farmer when the officials of Yucatan refused for a time to allow twelve american ships in the harbor of Progreso to be loaded with the sisal for which they had come.

X-JX 1908
.26N5 247

THE STORY OF F. SIEGMUND-SCHULTZE

(Dramatization prepared from a chapter in "White Corpuscles in Europe" by Allan Hunter. Presented by the Junior Department of the Odell Vacation Church School, Odell, Oregon, June 1940. Material adapted for presentation by Pegeen Sylvester.

Staging adaptable to facilities. Original production used two chairs and a table; stage had no curtains. Costumes not needed.)

Reader:

Many Americans may not realize that the drift toward destruction and insanity in Europe is not unanimous. Everywhere men and women of good will are working away against the powerful forces that seem determined to bring chaos to a whole continent. These people have been called "white corpuscles" because, like the white cells in the blood, they hasten to the places where danger is greatest to do their healing work.

One of these men is F. Siegmund-Schultze. He is--or perhaps was--a German social worker. Although he is over fifty years old, his calm face shows few anxieties; he hasn't many wrinkles and no grey hairs; he shows no trace of the hardships he has endured.

At one time he was tutor to the Kaiser's children, and assistant court chaplain to the Kaiser himself. While he was at Potsdam a Welshman in the House of Commons over in London made an explosive speech. Admiral von Tirpitz wanted to answer with battle. Must not the sacred honor of the German navy be upheld, he furiously thundered. The Kaiser also insisted on maintaining the sacred honor, but he was not so sure that a war with England was necessary. One of the Kaiser's close relatives arranged an interview between the admiral and Siegmund-Schultze. We don't know what the young minister said, but after their afternoon together the admiral's arguments weren't strong enough to convince the Kaiser that he should declare war.

After leaving the German court, Siegmund-Schultze visited Jane Addams's Hull House in Chicago and studied in England. At a peace conference of the Christian churches early in August, 1914, he and his English friend, Dr. Henry Hodgkin, promised each other that even if their countries should go to war they would remain loyal to their vision of God and the underlying unity of the human race. When war between England and Germany was declared Siegmund-Schultze sent a letter to his fellow ministers like the one Dr. Hodgkin sent out in England, urging them to hold to their Christian ideals and object to the war.

Before long he was arrested.

THE CHRIST OF THE ANDES

At the highest point on the mountain boundary between Chile and Argentine there stands a great figure of Christ. The figure is cast from the bronze of melted cannon. In the left hand is an uplifted cross, and the right hand is stretched out in blessing. The figure rests on a granite sphere on which are sketched the outlines of the world. Two bronze tablets, one of them given by the working men of Argentine and Chile, the other by the working women, bear this pledge.

X-JX 1908
.U6N5
J48

"Sooner shall these mountains crumble into dust than Argentines and Chileans break peace to which they have pledged themselves at the feet of Christ the Redeemer."

The story of the Christ of the Andes is told by Gilbert Murray:

"During the latter half of the nineteenth century there were incessant wars among the South American Republics. War nourished hatred, hatred engendered fresh wars. The enmities seemed beyond redress.

"It so happened that there had never been war between the Argentine Republic and Chile. They had, however, a longstanding dispute about some frontier territories which reached a head in 1899. Both countries prepared for the worst. Warships were laid down, armaments amassed, taxes increased and increased. By Easter, 1900, the two nations stood poised on the brink of war.

"Meantime, both sides were celebrating the solemnities of Holy Week. Monsignor Benavente, an Argentine Bishop, preached on Easter Day at Buenos Ayres. But his address was not an ordinary sermon; it was a passionate appeal for peace.

"The news of it spread across the Andes, and a Chilean Bishop took up the message. Thereon the two Bishops set out, each in his own country, going from town to town and from village to village, to preach peace and reconciliation. At first their only supporters were the women and the priests, but gradually the men followed. Then crowds came. Peasants flocked in from remote places, and the whole country awoke. At last, under pressure of petitions from every part of the community, the two Governments were obliged to take steps to consider the establishment of a permanent peace. The frontier question was referred to a board of arbitration appointed by King Edward. The territories under dispute were divided. Finally, urged by the will of two peoples, the Governments concluded in 1902 an unconditional treaty of arbitration, one of the earliest of such treaties known to the world.

"It had been the hope of the preacher whose words had prevented the war in 1900 that some day Christ would be seen, standing over two reconciled peoples. And the hope has been fulfilled. The guns of the frontier fortresses were taken down and melted in the Arsenal of Buenos Ayres; and cast into a great bronze figure of Christ. The Government itself undertook to carry it up 13,000 feet to the mountain top. It was taken by train as far as the rails were laid, then drawn on gun carriages by mules to the summit; and where even mules failed at the ascent, soldiers and sailors dragged it up with ropes. On March 13th, 1904, it was dedicated to the world in the presence of vast crowds of civilians and soldiers from either side of the frontier; the Argentine soldiers encamped by invitation on the Chilean side, and the Chileans on the Argentine side. Martial music and the thunder of the guns proclaimed the inauguration of the law of peace. The statue was unveiled in profound silence, and at sunset the two peoples fell to prayer together for the peace of the world."

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X- JX 1908
.U6 N5
249

PLAYS AND PAGEANTS APPROPRIATE FOR ARMISTICE DAY

(Unless otherwise indicated the plays and pageants listed below may be obtained from the National Council for Prevention of War, 532-17th St., Washington, D.C.)

For Children

BRIDGE OF FRIENDSHIP, THE, Widber. In "Envelope Series" for December, 1934. 10¢. American Board of Commissioners for Foreign Missions, 14 Beacon St., Boston.
Chars: 25 children
Time: 45 to 60 minutes
Theme: Based on the story, "Rainbow Bridge," which tells of two Japanese children living in the United States who build a miniature Japanese garden which serves as a link of friendship for children of this country.

COURT OF JUSTICE. Written by Opportunity A Room, Selma Avenue School, Hollywood, Calif. NCPW, 5¢.
Chars: At least 3 girls; 26 boys (girls may take some of the parts)
Time: 45 minutes
Theme: War, defended by propaganda, is tried before the judge, Father Time. His accuser is Peace, who is served by a lawyer, Goodwill.

FRIENDLY KEYS, THE. Written and presented by the Children of the 6H-7L Grade, Meadowbrook School, Norfolk, Va. NCPW, 2¢.
Chars: 20 children - mixed
Time: About 15 minutes
Theme: To explain international goodwill.

GARDEN, THE, Drake. NCPW, 5¢.
Chars: 1 woman; 4 boys
Time: 15 minutes
Theme: Boys fight for plots in a garden left them by their father until their mother persuades them to work together in peace and happiness to make it a beautiful place.

ROBBER, THE. Swift. Price 10¢ NCPW.
Chars: 2 women; 1 man; 12 children
Time: About 45 minutes
Theme: Each child has its own small garden which is arranged somewhat like the map of the world. As the children quarrel, in spite of Mother World's warning, War descends upon them and carries away all their treasures. The children then form a club to which no one can belong unless he promises not to fight. War, starved and stifled, stumbles off the stage and Hope and Joy and Confidence join the children. Music and folk dancing optional.

Formed

LIST OF MATERIAL FOR WORK WITH BOYS AND GIRLS

JX 1908
U6 N5 250

(Material for church and Sunday School services separately listed)

... for Study. War Time Comm. Oct. 8, 1941

PROGRAM MATERIAL

Programs for Special Days

Packages including plays, recitations, songs, posters, project suggestions, notes on significance of day, etc., may be obtained from NCPW:

Armistice Day - 10¢
Christmas - 10¢
Washington's Birthday - 10¢
Goodwill Day - 10¢
Flag Day - 10¢
Columbus Day - 10¢
Lincoln's Birthday - 10¢

Memorial Day - write Peace Heroes Memorial Society, 3431 Larona Ave., Cincinnati, Ohio.
Pan American Day, April 14 - write Pan American Union, Washington, D.C.

The World Federation of Education Associations, 1201-16th St., Washington, provides excellent suggestions for auditorium and schoolroom use.

Far Peoples, Grace Darling Phillips, University of Chicago Press, $2.00. Includes stories, songs, poems, games, refreshments and costumes for programs on Africa, Brazil, China, India, Japan, Korea, the Philippines and Russia.

Program suggestions for Armistice Day and other special days, published by The Women's International League for Peace and Freedom, Pennsylvania Branch, 1924 Chestnut St., Philadelphia; Massachusetts Branch, 6 Byron St., Boston.

World Friendship, edited by Evaline Dowling, Los Angeles City Schools, Los Angeles, 50¢. Suggestions for adapting course of study to promotion of world friendship, material for talks and essays, description of projects, bibliographies, etc.

Christian World Education Scrap Book. Council of Christian Associations, 600 Lexington Ave., N.Y., 20¢. Program and project suggestions, discussion outlines, etc.

Plays and Pageants. Descriptive list of 150 classified for children, young people and adults. NCPW, 10¢

Lantern Slides, see list attached.

Motion Picture Films, see list attached.

Declamations, ~~see list attached~~.

Essay and Discussion Topics on current events with bibliography, NCPW.

Readings and Recitations, ~~see list attached~~.

Maps, see list attached.

Reproductions of paintings, ~~see list attached~~.

X-JX 1908 251
.216 N5

WHY THE WAR REFERENDUM

The latest threat to the peace of the world, far from increasing popular demand in the United States for another overseas adventure to restrain Hitler, is focusing popular sentiment on measures that announce to the world, "War is not the answer. We will have none of it." This anti-war public opinion is expressing itself most forcibly in support of the war referendum.

Congress has responded to a demand for action. Twelve prominent Senators headed by LaFollette of Wisconsin, have introduced the amendment in the Senate where it is scheduled for hearings before the Senate Judiciary Committee. In the House, Representative Ludlow has already filed a discharge petition which, when signed by 218 members, will force his war referendum resolution, introduced early in the session, out of the House Judiciary Committee for debate in the House.

At the present time, then, there are two points at which popular pressure can usefully make itself felt: on members of the Senate to force early hearings before the Judiciary Committee, and on members of the House to get the necessary number of signatures to the petition to bring the matter out on the floor for discussion.

The arguments for the measure are well known but bear repetition:

The war referendum will serve as an actual deterrent to war without interfering with our national defense. The amendment would not apply if any foreign power attacks, invades, or <u>threatens</u> military action against the United States or its territorial possessions or against any nation in the Western Hemisphere. The Ludlow amendment applies only to wars that American soldiers might be called upon to fight on <u>foreign</u> soil. The charge that a referendum would weaken our national defense because it would require too much time at a critical period is not well founded. The entire voting machinery, already set up, could be used in taking a referendum. It has been estimated by persons of authority that a vote could be taken within from four days to a week. It took Congress four days to debate the war resolution in 1917.

Gift: Div. for Study. War Time Admin. Oct. 9, 1941

X-JX 1908
.U4N5 252

ANTI-WAR SLOGAN SENTENCES

We can't squander billions on Chamberlain's blunders. We haven't paid for Roosevelt's yet. (Apropos of approaching demand for war credits to Allies.)

Be neither pro-Nazi nor pro-British, but pro-American.

Put the interests of the United States before those of any foreign power.

The most dangerous enemies within our gates are those who are plotting to take us into foreign wars, however high their station.

We are told we must go into this war to "save civilization." Our airplanes can destroy civilization, but not save it.

We are told that we must go into this war to save ourselves from Hitler. Europe will be too flat when this war is over to attack anybody, much less the most powerful nation left on earth, three thousand miles away.

The last war was a "war to end war." This is a war to end Europe.

We must stay out to feed the starving survivors of a ruined continent and finance its recovery.

The President is leading us on the road to war with his slogan, "measures short of war." You can't go halfway into a war and then go home when the tide is turning against you.

Easy is the descent into hell--airplanes, credits, navy, infantry are the steps.

Democracy will be dead at the end of this war in every nation that takes part.

Living standards that can't be endured bring revolution or ruthless dictatorship.

Two years of this war are likely to see the disintegration of the British Empire, and we can't save it.

There is a better way of "saving civilization" than committing national suicide.

The only hope for Europe is the earliest possible neutral mediation. The conference table is wiser than the battlefield.

Why doesn't the President call the remaining neutrals together to set up a continuing Mediation Commission such as negotiated peace between Bolivia and Paraguay in the Chaco War? Ask him! Ask him today!

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Will you send us others?

NATIONAL COUNCIL FOR PREVENTION OF WAR
532-17th Street, NW, Washington, D. C.

X-JX 1908
U6 N5 253

OUTLINE OF STEPS TOWARD WORLD ORGANIZATION

Peace as an ideal was urged by religious leaders and advocated by far-sighted statesmen before the Christian Era. The ideal was strengthened by the teachings of Christianity.

Definite plans for world organization were proposed as early as the 14th century. A conception of international law developed in the 17th century. In the 18th century the triumph of democratic government increased popular feeling and effort against war.

In 1794 Washington negotiated the first arbitration treaty in modern history, the Jay Treaty with England. Arbitration was recognized in the treaties ending the War of 1812 and was finally accepted by the nations of Europe when the Alabama Claims Case between England and the United States, following the Civil War, was settled by this method. In 1899, the Hague Court of Arbitration, consisting of a panel of jurists from which arbitrators could be chosen, was established by the first Hague Peace Conference.

When the World War broke out, the peace machinery of the world consisted of this Hague Tribunal and various arbitration treaties between individual nations, all of which were limited in character and scope. There was no machinery through which, during the crisis of the days immediately preceding the outbreak of war, the statesmen of the world could work directly and swiftly for the adjustment of the questions in dispute. An effort was made to remedy this lack in the peace treaties at the close of the war. The League of Nations became an actual fact. The creation of the League was followed by the establishment of a World Court. In 1921, the first world disarmament conference was convened and proved reduction of armaments politically practical and efforts along this line have continued.

During these years the system of arbitration treaties was extended. As between various European nations arbitration has been accepted as covering all disputes. The United States has recently accepted arbitration treaties with fewer reservations but still insists upon the right of the Senate to determine in each case the right of the question to be settled by arbitration, and questions involving domestic jurisdiction, third parties and the Monroe Doctrine. These restrictions are, however, very much less broad than the earlier ones which included vital interests, independence and honor. Conciliation treaties have been developed under which all types of disputes are submitted to investigation.

In 1928, these various efforts to abolish war culminated in the Kellogg-Briand Pact in which war is renounced as an instrument of national policy and it is agreed that all disputes of whatever nature should be settled by peaceful means.

We have then today four lines of effort pointing toward world peace---the settlement of individual disputes through arbitration or by the World Court; the development of international organization and cooperation through the League of Nations; the reduction through international agreement of the old war machine which constantly threatens the growth and success of the new machinery for peace; and beyond and back of all these the insistence of the people expressed in the Kellogg Pact that there be no more war.

National council for prevention of war, Washington, D. C.

X-JX 1908 .U6N5 254

KILL THIS FASCISTIC LEGISLATION!

Frederick J. Libby

The "Military Disaffection Bill," passed by the Senate without consideration or record vote and now on the calendar of the House, if enacted into law, will deprive the press and the people of our country of their constitutional right to free speech. The suppression of liberty is always the forerunner of war.

This bill (Tydings-McCormack Bill, S. 2253) provides in brief:

> "Whoever advises, counsels, urges, or solicits any member of the Army or Navy of the United States...to disobey the laws or regulations (any order issued by higher authority) governing such forces... or whoever publishes or distributes any book, pamphlet, paper, print, article, letter, or other writing which advises," etc., "shall be punished by a fine of not more than $1,000 or by imprisonment for not more than two years, or both."

A second section of the bill provides that any of the writing described in the first section might be seized from any place or person under a search warrant in accordance with the provisions of the war-time Espionage Act.

The majority of the House Military Affairs Committee, in reporting the bill, quotes letters from the Secretary of the Navy, the Secretary of War, and others, endorsing the legislation "heartily" as a means of suppressing "Communist" propaganda in the Army and Navy. As a matter of fact and of legal interpretation, it would unquestionably suppress all agitation against the huge Army and Navy appropriations and criticism of the Army and Navy leaders and Army and Navy policies, just as is the case in Germany and in Italy.

The minority report by Congressman Maverick (D., Texas) and Kvale (F.-L., Minn.), charging that the bill is unconstitutional, unnecessary and "a brash piece of Hitleristic fascism," points out that "If a mother wrote her son, a soldier, and told him that the Army was no place for him and enjoined him to get out, she would be subject to a penitentiary sentence...Any newspaper so much as suggesting an increase or decrease in the Army would be subject to its provisions. A newspaper suggesting that the Navy did not have the best battleships could be charged with violation of the law in that they were inciting sailors to disaffection... Criticism of brutality, mistreatment, bad food, unsanitary conditions--or anything of that character-- could be met by the most brutal suppression, searches and seizures, and penitentiary sentences."

"The second section of this bill," the report states, "is a pure case of unwarranted, unconstitutional and bigoted tyranny. It provides for every conceivable violation of the rights of search and seizure, for the breaking into the homes of the American people and shows a reckless disregard of every American principle of liberty...

"The third section of TitleI of the Espionage Act (Act of June 15, 1917, c. 30), upon which the present bill is modeled, reads in part:

> 'Whoever, when the United States is at war, shall wilfully cause or attempt to cause insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States', etc.

National ... Univ. of Mich., Washington, D.C.

Can the London Conference Yet Succeed?

X-JX 1908
.U6N5 255

By FREDERICK J. LIBBY

Nationalistic methods and nationalist demands on the part of all of the delegations including ours, with diplomatic victories or surrenders as the only alternatives left open, have brought the London Conference perilously near to failure. It it fails, the blame will not be put upon France or upon Italy or upon any other single nation, except in the nationalist press. It will be laid upon the shoulders of every Government concerned. Our press clippings show that ours will by no means be held guiltless by our people who are profoundly disturbed by the trend of events and have distrusted our delegation ever since it demanded another battleship.

But it is too early to talk of failure. Conferences have reached a deadlock like the one at London before and yet have achieved success. Actually there are four directions in which exploration may prove fruitful.

Can Accept Battleship Abolition

1. Both the British and the Italians have proposed that an agreement be reached at London looking to the progressive abolition of the battleship. Since this has been denied in influential quarters, it will be well to quote here the official statement to the Conference of the British position as made on February 7 by Prime Minister MacDonald in the following explicit words:

> "The Government hopes that there will be an exchange of views on this subject (battleships) during the Conference, indeed, it would wish to see an agreement by which battleships will in due time disappear altogether."

Dino Grandi, head of the Italian delegation, followed on February 19 with an equally explicit proposal for the abolition of both submarines and battleships together:

> "With special reference to submarines the Italian delegation recall their statement to the effect that Italy has no objection to their abolition if a substantial reduction of naval armaments be secured covering the abolition of capital ships."

These two highly important proposals have put squarely up to the American delegation, have they not, the obligation of fulfilling President Hoover's now famous Armistice Day pledge to the world: "We will reduce our naval strength in proportion to any other. Having said that, it only remains for the others to say how low they will go. It can not be too low for us."

Our delegation has thus far refused to discuss the abolition of battleships on the ground that an agreement for the limitation of cruisers, destroyers and submarines must first be assured.

Submarines and Battleships Perhaps Related

But does not the number of these auxiliary vessels depend in large measure upon what is done with the battleships? The Italians have combined in one proposal the abolition of battleships and submarines together. It is generally believed that the French submarine demands might be greatly curtailed if the Anglo-Saxon battleships are scrapped. Neither the French nor the Italians have laid down a battleship for sixteen years. French alarm about the lone German battleship would seem to be somewhat fictitious. Will our delegation have done its full duty in seeking the abolition or curtailment of the submarine fleets if they do not explore at least the effect that an agreement for the progressive abolition of battleships would have upon this problem?

The progressive abolition of battleships and submarines would progressively abolish destroyers since destroyers are built to fight submarines and to protect battleships.

Cruiser Fleet Partly to Protect Battleships

Even the cruiser problem would be favorably affected by an agreement regarding battleships. One present obstacle to cruiser reduction is the stubborn adherence of the British Admiralty to a minimum of fifty. But how many of these fifty cruisers are being demanded to accompany the fleet? Does our delegation know? Kenworthy and Young, in their book "Freedom of the Seas," state that the ratio of five cruisers to every three battleships "has been mutually agreed upon by the British, American and Japanese naval staffs." Presumably therefore twenty-five of the fifty cruisers demanded by the British naval experts are for the protection of the fifteen battleships and twenty-five are designed to guard Britain's sea lanes. While doubtless the British Admiralty would refuse to halve their demands if battleships were abolished, nevertheless would it not be worthwhile to learn—and publish—what reduction in cruisers would be made possible by acceptance of the British proposal of an agreement on battleship abolition?

Our Airplane Carriers Habitually "Sunk" in War Games

As for airplane carriers, would they not probably disappear as a separate type with the battleship? Our own big airplane carriers, the "Saratoga" and the "Lexington," seem to be habitually "sunk" in every war maneuver. Being highly vulnerable and able to launch only one plane at a time they are fatally exposed to surprise attacks as our latest war games have shown again. The British have proposed the reduction of airplane carriers for Great Britain and ourselves to 100,000 tons. Might not our delegation, in its sincere search for reductions, carry the idea one step further and propose the abolition of the airplane carrier class? Surely these channels have not yet been thoroughly explored.

What Others Are Doing for the London Conference

X-JX 1908
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2516

In Massachusetts an "Emergency Committee on the London Naval Conference" was organized about March 1, the Women's International League furnishing the initiative. A letter was mailed on March 4 to several thousand prominent citizens of the State signed by Willis J. Abbot, Editor of the *Christian Science Monitor*, Mrs. Jennie Loitman Barron, Hon. Lawrence G. Brooks, George W. Coleman, Mrs. Robert L. DeNomandie, Miss Zara duPont, Mrs. Martha Helen Elliott, Mrs. J. Malcolm Forbes, Conrad Hobbs, Prof. Arthur N. Holcombe, Rabbi Harry Levi, Mrs. Colin W. MacDonald, Mrs. Albert W. Levis, Pres. Daniel L. Marsh, John F. Moors, Rev. George L. Paine, Mrs. Charles I. Quirk, Mrs. E. Tallmadge Root, Dr. Stephen Rushmore, Butler R. Wilson. The letter asked endorsement to a memorial addressed to President Hoover pledging support in all efforts to obtain reduction at London in accordance with his Armistice Day pledge and anticipating "vast disappointment" unless the universal expectations are realized. The text of the memorial follows:

Mr. President:—We have rejoiced in your great guarantee to the world that America would match every naval reduction, however great, offered by the other nations. Reports from London indicate that the solution of the difficulties facing the Naval Conference rests upon you. We, therefore, endorse the proposed strengthening of the Kellogg Pact by providing for a conference of the signatory nations in case of a threatened war. We pledge our heartfelt support to you in all your efforts to obtain reduction as the outcome of the London Conference. We believe the country demands the achievement of substantial reduction in all classes of ships and will feel vast disappointment unless the expectations raised by your noble utterances are realized.

Political and Educational Leaders Sign

Two weeks later an ornate copy of the memorial was mailed to the President signed by 1,046 prominent citizens of Massachusetts from over 170 cities and towns. The signers included four of the eight members of the Governor's Council, Attorney General Warner, Secretary of State Cook, former United States Senator William M. Butler, Mrs. Charles Sumner Bird, Rabbi Harry Levi, Bishop William F. Anderson, Federal Judge George W. Anderson; State Senators Daggett, Moran and Sowle; 20 State Representatives; the Mayors of three cities; 73 selectmen from 67 towns; Presidents Neilson of Smith College, Garfield of Williams College, March of Boston University, Pendleton of Wellesley College, Thatcher of Massachusetts Agricultural College, Pease of Amherst College, Cousens of Tufts College, Woolley of Mt. Holyoke College, Atwood of Clark University, Park of Wheaton College, Speare of Northeastern University and Lefavour of Simmons College, together with 3 college deans, 220 members of college faculties, 4 of the 9 principals of State Normal Schools and 83 Superintendents of Schools;

Business and Professional Men Join

Samuel H. Thompson, President of the Massachusetts State Chamber of Commerce and 26 Presidents of City Chambers of Commerce; the Methuen Board of Trade by official vote; 26 prominent physicians including Dr. Samuel B. Woodward, former President of the Massachusets Medical Society, and Dr. Alice Hamilton of the Harvard Medical School; 14 lawyers including Judge Michael H. Sullivan; 53 social workers; 25 Presidents of the largest women's clubs of the State; 13 officers of leading labor organizations; 39 Protestant ministers; 8 Jewish rabbis; and such prominent citizens as Mrs. William Morton Wheeler, Vice Chairman of the Republican City Committee of Boston; Mrs. Albert W. Levis, President, Columbus Republican Club Auxiliary; Mrs. Charles I. Quirk, Chairman of Ward 8 Republican Committee; Frank J. Donahue, Chairman Democratic State Committee; George E. Roewer, National Committee of Socialist Party; Edwin S. Webster, Honorary State President League of Nations Association;

Organization Heads Want Naval Cuts

Mrs. Arthur D. Ropes, President Massachusetts Woman's Christian Temperance Union; Mrs. Charles E. French, Chairman International Relations Department, Massachusetts State Federation of Women's Clubs; Mrs. Mary G. Whiting, former President Massachusetts Parent-Teacher Association; William N. Howard, former Master State Grange; Rev. Albert H. Wheelock, Chaplain State Grange; Herman J. Schneider, Chairman United German-American Societies for the Massachusetts Conference; Ernestine Spitz Prager, Recording Secretary National Council of Jewish Women; Annie G. Woodward, President Massachusetts Teachers' Federation; Butler R. Wilson, President Massachusetts Branch National Association for Advancement of Colored People; Mrs. E. Tallmadge Root, Honorary President Council of Federated Churches of New England; Elizabeth Tilton, Legislative Chairman National Congress of Parents and Teachers; Dr. L. O. Hartman, Editor *Zion's Herald;* William E. Gilroy, Editor *The Congregationalist;* Dr. Harold Marshall, Editor *Universalist Leader;* Mrs. Henry Peabody, National Chairman Women's Law Enforcement Committee; Mrs. Helen Saftel, Secretary Massachusetts Committee on the Cause and Cure of War; Mrs. Mary Gordon Thompson, President Massachusetts Women's Trade Union League; Mrs. Martha Helen Elliott, Chairman Massachusetts Branch Women's International League for Peace and Freedom; Robert C. Dexter, Secretary Department of Social Relations, American Unitarian Association; Mrs. Fannie Fern Andrews, American Association of University Women; Gertrude Bieringer, Chairman Peace Committee, Boston Council of Jewish Women; Mrs. Roland M. Baker, Chairman Child Welfare Committee, National League of Women Voters;

Grundy-Snell Resolution Menaces Peace

X-JX 1908
.U6N5 257

Universal Draft Fraud in New Guise

By FREDERICK J. LIBBY

And now the universal draft bill is "the Grundy-Snell Resolution!" The Capper-Johnson bill, which sought to give the President dictatorial powers when "in his opinion" war threatened; the Reed-James bill, with its draft boards and its universal registration days and its prisons overflowing in peace time with conscientious objectors; and the Reed-Wainright Resolution, which undertook to find a way, at one and the same time, to "minimize the profits of war," to "take the profits out of war," and to distribute "justly and fairly" the "benefits" of war,—all have temporarily been superseded by the Grundy-Snell Resolution which is likely to be brought up in either House for action now at any time. It will be found to be substantially the Reed-Wainright Resolution but in more businesslike form and with less "bunk" in the preamble.

The bill seems designed to relieve Congress of political responsibility for drafting legislation that will be offensive to the American Federation of Labor, disappointing to the rank and file of the American Legion, bitterly opposed by the Churches and the peace organizations, and revealing not a little fraud. At the same time it will give the War Department an authoritative channel through which to transmit to Congress its own conception of the kind of legislation required on a subject upon which Congress has during eight years refused to legislate. The text of the resolution is as follows:

TEXT OF GRUNDY-SNELL RESOLUTION

(S. J. Res. 145—H. J. Res. 251)

JOINT RESOLUTION

To promote peace and to equalize the burdens and to minimize the profits of war

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That a commission is hereby created to study and consider the feasibility of equalizing the burdens and to minimize the profits of war, together with a study of policies to be pursued in event of war, so as to empower the President immediately to mobilize all the resources of the country. The commission shall report definite recommendations to the President of the United States to be by him transmitted to the Congress not later than the first Monday in January, 1932.

Sec. 2. That said commission shall be composed of four Members of the House of Representatives, to be appointed by the Speaker of the House of Representatives, and four Members of the Senate, to be appointed by the President of the Senate, the Secretary of War, Secretary of the Navy, Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, and five other persons not holding any salaried governmental position with the Federal Government and selected with a view to represent in a general way the views of labor, industry, capital, agriculture, and the professions, respectively.

Sec. 3. As soon as practicable after the approval of this resolution the President shall appoint and announce the members of said commission to be by him appointed as provided in section 2 and shall direct the said members to meet with the members to be appointed by the Speaker of the House of Representatives and the President of the Senate in the city of Washington, District of Columbia, as soon thereafter as may be practicable, and shall supply from the War Department all necessary office and clerical assistance.

Sec. 4. When said commission shall meet it shall organize by electing one of its number as chairman, and another as vice chairman, and shall appoint a secretary.

Sec. 5. That no compensation shall be paid any member of said commission, and no expenses shall be incurred by them except the actual expenses of sustenance and travel for the members of the commission, and printing and clerical assistance that can not be reasonably provided by the War Department.

RESOLUTION THOROUGHLY UNSOUND

The case against the Grundy-Snell Resolution is, as has been indicated, a very strong one.

1. It transfers from Congress to a commission in which non-members of Congress are a majority the real responsibility for legislation, a function which under our Constitution belongs to Congress alone. It is one thing for the President to appoint a commission to investigate conditions in Haiti; it is a very different thing for Congress to put upon a commission the onus for its legislation. Moreover, since the subject to be discussed is a subject to which the War Department and particularly the War College have given professional attention, the War Department will to all intents and purposes draft the bill.

2. The legislation is bound to be disappointing to the rank and file of the American Legion, which has demanded the drafting of capital and labor. The members of the Legion have been led by their national officers to expect that the bill will at least "draft capital." There is no intention of drafting capital, as an examination of the hearings on universal draft legislation that have been held during the past five years clearly shows. In the hearing before the House Committee on Military Affairs, for example, May 21, 1928, the testimony of Edward E. Spafford then National Commander of the American Legion was as follows (See official record):

Seeks to Draft Neither Capital Nor Labor

Mr. James: How are you going to draft capital under your bill?

Mr. Spafford: You can not draft capital; you know that, sir.

Mr. Garrett: Why?

Mr. Spafford: The Constitution of the United States says that you can not take a man's property without just compensation. . . To draft capital and take a man's property would be making us into a United States of soviet America instead of the United States of America.

National Council for prevention of war, " Washington, D.C.

Form card

X-JX 1908
.U6N5
258

INTERRACIAL AND INTERNATIONAL CAMPS

From

Christian Citizenship on a World Basis
Sponsored by
The Association of Boys' Work Secretaries
Published by
Association Press, 347 Madison Avenue, New York. $1.00

(a) INTERRACIAL CAMPS WITHIN THE COUNTRY

There are many camps that are Inter-Racial with boys of two or three races present. They may all expect to be American citizens but they do not expect to change their race or color, therefore, they do represent a racial point of view and the fellowship across race lines is a fine experience that many boys have in camp. Every local Association could foster this type of camp.

Kansas State camp, known as "Camp Wood" is an outstanding example of a successful experience with Inter-Racial groups. It was for many years a white boys' camp but several years ago they invited Negro and American Indian boys in and liked their fellowship so much that boys of all races are now welcome for the entire season each year.

Even where racial distinctions are observed because of community attitude, fellowship breaks through convential barriers as was evidenced by an experience in the Rochester, N.Y., camp. The Negro camp followed the white boys, using the same equipment. The director needed dish washers for the Negro camp and mentioned the fact to the white boys before they left. Two High School boys who did not need to earn money volunteered to stay and wash dishes for the Negroes. The Chairman of the Boys' Work Committee, a prominent lawyer of Rochester, was deeply impressed when he visited the camp and discovered what the two boys were doing. When he returned home he wrote each a letter warmly commending their attitude and spirit of service.

(b) CAMPS WITH TENT LEADERS WHO ARE STUDENTS IN AMERICA BUT MEMBERS OF OTHER NATIONS

In addition to boys of various nations and races in camps many are now inviting students from abroad to come to their camp as leaders. Some camps, among them Vermont State, Brooklyn, N.Y., Chicago, Easton, Pa., and many others, plan to have from one to five or six foreign students as tent leaders for the entire summer. It has almost without exception proved to be a fine, wholesome experience for the foreign students as well as the boys and other leaders. Every local Association could foster this type of camp experience.

National council for prevention of war, Washington, D. C.
" Formed

X-JX 1908
.U6N5

259

WORLD BROTHERHOOD PROGRAM FOR Y.M.C.A. CAMP

This outline is based on the assumption that the boys in the camp will not have access to books, and that the three things to be developed are friendly knowledge of other nations, a sense of unity with all boys everywhere, and a spirit of goodwill and toleration.

A Development of the Y.M.C.A. Peace Torch Ceremony

(For a week's or summer's program with the possibility of carrying it on into the winter meetings.)

Equipment Needed: Flags of as many nations as possible and a book of national anthems or folk songs. If flags can not be secured from local stores they can be ordered from Annin & Company, 1 East 16th Street, New York City.

Name of Camp: To emphasize the character of the program in the name of the camp, it might be called Flame of Youth Camp or Camp Everywhere.

On a board at the entrance, below the name there could be this statement:
"There are Y.M.C.A. boys in 55 countries. They are pitching their camps in all parts of the world." or simply,

"Y.M.C.A. boys are pitching their camps in all parts of the World."

Key Note: Near the campfire around which the program will be carried out, there should be another board with these words painted or burnt on it - they are quoted from Comenius
"The same sky covers us; the same sun and all the stars revolve about us and light us in turn. We are all citizens of the earth together."

Program: When the boys are gathered about the fire at night the leader can begin by telling about the camps of boys in other countries, especially about the border line camps between different countries in Europe, and how the boys set up their camp across the line, play each other's games, learn each other's songs, exchange experiences, show pictures of life in the two countries and often arrange for later visits back and forth. He should dwell particularly on the international boys' camps that have been held and the peace torch ceremony at the camp at Vaumarcus, Switzerland, in 1925, when one night the boys of 17 nations each draped in his country's flag marched breast to breast, out of the darkness into the flare of the campfire, and forming a circle about it each one repeated in his own language, "The boys of my country desire to join hands with young people everywhere." When this camp was broken up every boy carried away with him a peace torch which he had lighted at the fire. The torches were 18 inch sticks with the initials of the 17 countries carved on their bark and they were to be used to light campfires in the boys' own countries. The peace torch has become the emblem of Y.M.C.A. world brotherhood clubs everywhere.

With this introduc tion the leader could turn the talk of the boys toward the question of how many nations they, among them, had actual contact with. Some boys may have been in other countries, others have relatives living abroad or originally from a foreign country; others may have read books, know a little of the language, or met visitors from abroad. The boy who is able to tell [illegible]

Material received for the show of art - Washington

SONGS FOR GENERAL USE

(Items marked NCPW may be obtained from the National Council for Prevention of War, 532-17th St., Washington, D.C.)

X-JX 1908
.U6N5
260

Guns. Words by Harry D. Kerr, music by Geoffrey O'Hara. Crawford Music Corp., 745-7th Avenue, New York City. 40¢.

Peace Song. (Tune:America). Ida B. Botts, 601 Stuart, Houston, Texas. 2¢.

Old Man (War) Propaganda. Words and Music by Laura L. Beran. NCPW, 1¢.

Peace on Earth. Words by William Salter. Music by Sumner Salter. Arrangements for Mixed Voices obtainable from NCPW, 1¢ each. Special music for four solo voices may be had from Sumner Salter, 45 Adrian Avenue New York City.

Songs of Peace. May Bell Harper. Collection of songs, many of them with new words to old tunes. Mrs. May Bell Harper, P. O. Box 566, New Haven, Conn., 25¢; $5.00 for 25 copies.

Upon Earth, Peace. Words by Richard Cloudesley Savage. Music by Spencer Shaw. Published by W. Paxton & Co., London.

No More War-Tune: Three Blind Mice, by Ella T. McLain, NCPW, free.

Three Songs For a New Day: That Day of Joy Shall Come; When God Made the Earth; Who Loves His Native Land. Words and Music by Jason Noble Pierce, First Congregational Church, Post and Mason Sts., San Francisco, Calif. 1¢.

Hymn for the Nations. Beethoven's Ninth Symphony. Words by Josephine Daskam Bacon. Published by C. C. Birchard & Co., Boston. NCPW, 1¢.

Brotherhood, a march song. Words by Doris Skewes. Music by George Liebling. Published by Wesley Webster, San Bruno, Calif., 35¢.

Music of Many Lands and Peoples. Edited by McConathy, Beattie and Morgan. Silver, Burdett & Co., 39 Division St., Newark, N.J. $1.52.

Around the World in Song, Dorothy Gordon. E.P. Dutton & Co., 681 - 5th Ave., N. Y. $2.50, school edition, 88¢.

Five Souls. Words by W. N. Ewer. Adapted to the Allegretto from the Seventh Symphony-Beethoven. Arrangement by Frances Frothingham. Clayton F. Summy Co., 429 S. Wabash Ave., Chicago, Ill., 50¢.

A Loftier Race. Words by J. Addington Symonds; music by S. Stanley. Mimeographed, NCPW, free.

America, the Beautiful. Words and Music, NCPW, free. In many collections.

Oh Happy World. J. H. Fillmore. Fillmore Brothers Co., Cincinnati. Free for public singing. Obtainable also from NCPW. (For children.)

World Peace Song. James E. Campion. Tune, "Auld Lang Syne." New York Sheet Music Clearing House, 141 West 45th St., N. Y. Also NCPW, 25¢.

The New Star-Spangled Banner. B. Franklin Hunter. Verses Mimeographed, NCPW, free.

Two Songs of Patriotism and Peace. Charles I. Sempers - "America's Faith" and "World Peace and Freedom." NCPW, free.

A Vision of Friendship and The Light of Peace. E. B. Allen. E. Estelle Downing, State Teachers College, Ypsilanti, Mich., 50¢ a hundred.

Sound Over All Waters. Daniel Batchellor. NCPW, 5¢.

Ain't Going to Study War No More. Arrangement by Lucille Barrows Turner, NCPW; 2 for 5¢; 100 for $2.00.

World Brotherhood. Words by Esther Averill. Music by Katherine Johnson. Mimeographed, NCPW, free.

World Friendship Songs. Helen S. Evans, Brawley, Calif., 25¢. $2 per 100.

Peace for One and All. Lt. Jesse D. and Inez Sickler. Mimeographed NCPW free.

For songs of other nations write NCPW for List of Folk Songs and Dances.

261

COST OF WAR

by

Florence Brewer Boeckel

National Council for Prevention of War
532 Seventeenth Street, N. W.
Washington, D. C.

FOREIGN TRADE FACTS FOR FARMERS

262

Excerpts from speech of
CARL F. TAEUSCH, Ph.D.
Chief of Program Study & Discussion Section
Agricultural Adjustment Administration

Distributed by
RURAL LIFE COUNCIL
Department of
NATIONAL COUNCIL FOR PREVENTION OF WAR
532 17th Street, N.W. Washington, D.C.

Form card

Off: Div. for Study. War Time Comm. Oct. 8 1942

was a bill (S.3478) which would have held trade with warring nations down to normal. Since China cannot import anything through a blockade, the bill would have hurt Japan far more than China. Faced with this choice, the Administration gave no support to the bill limiting war trade to normal. It preferred the kind of bill it now has to that one. If it wishes to have the other kind of bill, limiting all trade, it is perfectly free to ask for it, and would doubtless be able to have Congress pass it. Spokesmen for the uncontrolled power of the Executive in foreign affairs have no right to blame Congress for a bill which does not go as far as they believe it should to hamper Japanese aggression. The bill which went further did not receive the Executive's support.

The munitions interests whose profits the stay-out-of-war legislation seriously affects, and those who wish us to act as policeman for the world oppose the neutrality law. The passage of that law had the overwhelming support of the people for the very reason that it protected the country against war for the sake of profits for a few individuals, and prevented the government from forcing the country into the role of world policeman.

X-JX 1908
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264

"NO DANGER OF ATTACK"

Remarks by Representative Hampton P. Fulmer
of South Carolina
January 3, 1940

"Why are the Finns today putting up such a brave and courageous fight? They have something to fight for.

"Perhaps 90 percent of the Finns own their own property, they are a happy and contented people. I know that this is true in a great many of the Scandinavian countries.

"In the coming session of Congress there will be many lengthy and loud speeches made for the purpose of spending untold millions in building airplanes, battleships, and so forth, in the name of preparedness while, as a matter of fact, there is no possible indication of any foreign country coming over and interfering with this country, and certainly we do not expect to go overseas to engage in the present war or any other foreign war.

"If Great Britain and France should win, and I hope that they will, certainly we need not fear any aggression on the part of these countries, and if Germany should win or lose, anyone with any experience out of the past wars that we have had should certainly realize that it would take Germany from 25 to 40 years to get in any position to even protect herself against the aggression of any other country, let alone coming over and tackling the United States."

(over)

ORGANIZING THE NEW WORLD

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X-JX 1908
U6N7 265

Brief Leaflets On

THE LEAGUE OF NATIONS

THE WORLD COURT

INTERNATIONAL LABOR ORGANIZATION

Gift: Div. for Peace, War Time Commission, [illegible]

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For Groups Beginning a
Study of World Affairs

Florence Brewer Boeckel, Education Director
National Council for Prevention of War
532-17th St., Washington, D.C.

X-JX 1908
.U6 N9 266

"FOREIGN DEFENSE AT EXPENSE OF HOME DEFENSE"

John T. Flynn
in papers of January 9, 1940

"It is very clear that the biggest fly in the ointment in the President's budget is his vast armament program.

"...This is an increase of $342,000,000 over last year; an increase or roughly a billion over 1938-1939 and of more than a billion and a half over 1933. It is difficult to escape the belief that someone, somewhere, has gone a little hog-wild on the subject of military organization in this country.

"This is easier to understand when this vast outlay is accompanied by a demand by the Secretary of the Navy -- obviously not made without the President's approval -- that he be given dictatorial and war powers over the nation's industries. Is there any reason why this year's war expenditures should be a dollar more than last year's.

"While the emphasis in spending is thus put on military operations, the emphasis in economy is put on relief and recovery and various peace-time social measures.....

"All that has been cut from these services has been handed to the military and naval arms of the Government. Up to now it has been our boast that we have spent our great Government loans on peace-time projects. But we are rapidly getting over that apparent weakness.

National Defense Leaflet

X-JX 1908
.U6Z9 267

PEACE NOW

by

Florence Brewer Boeckel

Various Plans Proposed

National Council for Prevention of War
532-17th St., Washington, D. C.